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To focus attention upon the total business education curriculum and how such a curriculum provides for the needs of many different students with many different goals, a number of sequences within the business education curriculum have been suggested: automation and data processing, basic business-economics, bookkeeping, clerical, college preparatory, manager or owner, and secretarial. The basic business-economics sequence is totally general education in nature. The college preparatory sequences should be helpful to students, counselors, and business teachers in planning high school programs for individuals who plan to enter college curriculums in secretarial (or office) administration, business administration, or business teacher education. The sequences are discussed in relation to suggested courses, student population, objectives, occupational opportunities, and evaluation procedures. Specially designed programs such as cooperative business, vocational office, and programs such as cooperative business, vocational office, and distribution education, and diversified cooperative training provide culminating office education and work experience for melding skills and knowledge developed in the suggested sequences. The role of supervision and administration, youth activities, and business education programs at the post-secondary level are discussed. (PS)

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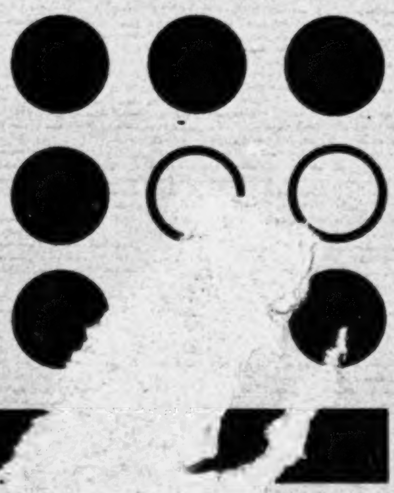

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FLOYD T. CHRIS[illegible], Superintendent of Public Instruction
Tallahassee, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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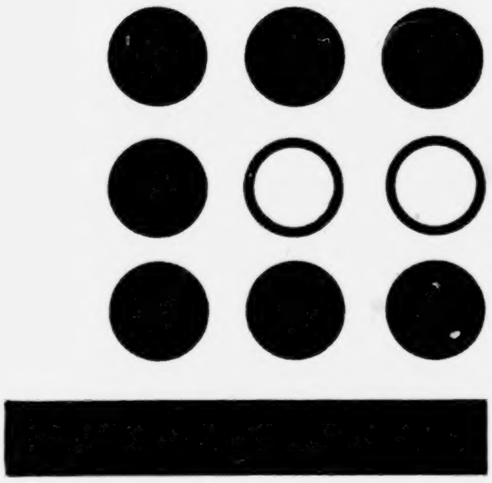

BULLETIN 72

FLOYD T. CHRISTIAN, Superintendent of Public Instruction
Tallahassee, Florida

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STATE DEPARTMENT OF EDUCATION
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FLOYD T. CHRISTIAN, Superintendent

Foreword

THERE IS NO SINGLE prescription for those charged with the responsibility for the curriculum in business education. For the field of business education, which must assume much of the responsibility for preparing students for job competencies and for developing understandings of the place of business activity in the total society, the demands for wise selection of school experiences become critical.

We can never be satisfied until we have guaranteed that every Florida youth and adult, who shows an interest and who can benefit, has the opportunity to train for gainful employment—whether at the professional, technical, vocational, or semi-skilled level. Neither can we ignore the needs of all Florida citizens for developing a better understanding of business organization and our free enterprise system.

This guide is an effort toward helping teachers achieve these objectives.

Floyd T. Christian

FLOYD T. CHRISTIAN
State Superintendent of Public Instruction

Acknowledgments

THE REVISION AND SUBSEQUENT PUBLISHING of this guide reflects the interest, integrity, and effort of a number of individuals. It represents a frank appraisal of the phenomenal expansion of business education, and a direct approach to the imperative of providing programs which prepare men and women for entry into the changed and changing world of technological work.

Grateful acknowledgment is made especially to Dr. Doris H. Crank, Director of the Curriculum Guide Workshop; Dr. Floyd L. Crank, Special Consultant, Northern Illinois University, DeKalb, Illinois, and to the members of the Curriculum Guide Revision Committee: Bernard Boyatt, Fort Myers High School, Fort Myers; Russell Brown, Supervisor, Business Education, Palm Beach County, West Palm Beach; Mrs. Merlease Coons, Technical High School, Pensacola; Miss Edna Dunaway, Northeast High School, Fort Lauderdale; Mrs. Laverta Ellis, Fort Meade High School, Fort Meade; Mrs. Eloise Feagins, Jones High School, Orlando; Donald Hampton, Florida Junior College at Jacksonville, Jacksonville; Mrs. Trudie Johnson, Lakewood High School, St. Petersburg; Mrs. Mildred Jones, Miami Senior High School, Miami; Mrs. Veda Long, Kathleen High School, Lakeland; Mrs. Berenice Lovan, Titusville High School, Titusville; Mrs. Gunhilde Manson, St. Petersburg Junior College, Clearwater; Mrs. Vera Mobley, Rickards High School, Tallahassee; Mrs. Marguerite Starford, King High School, Tampa; Mrs. Caroline Whitehill, Alva High School, Fort Myers; Richard Whittington, St. Johns River Junior College, Palatka; Consultants: Donald Fry, Coordinator, Business Education, Broward County, Fort Lauderdale; Alton Kindred, Manatee Junior College, Bradenton; Mrs. Ena Threlkeld, Miami-Dade Junior College, Miami; Dr. Carroll Waggoner, Supervisor, Business Education, Dade County, Miami; Dr. John Moorman, University of Florida, Gainesville; the seven hundred classroom teachers who contributed valuable time and assistance; and the members of the Business Education Advisory Committee.

Members of the State Department of Education who assisted with the guide and gave encouragement and support to its publication are: Dr. Carl W. Proehl, Assistant Superintendent, Vocational, Technical and Adult Education; Dr. Joseph W. Crenshaw, Assistant Superintendent, Curriculum and Instruction; Rex C. Toothman, former Director, Business, Distributive and Cooperative Education; J. R. Barkley, Acting Director, Business, Distributive and Cooperative Education; Mrs. Bess R. Hiers, Consultant, Business Education; Donald P. LaRowe, Program Specialist; Miss Gail Trapnell, Curriculum Specialist, Distributive Education; Miss Lucy Robinson, Curriculum Specialist, Business Education; Mrs. Ruth Chapman, Editorial Associate, Curriculum and Instruction; Ray O'Keefe, and Richard Sinclair, Specialists, Graphic Arts; H. Finn Groover, Director, Publications and Textbooks and J. K. Chapman, Deputy Superintendent.

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CHAPTER 1

Significant Points of View

The Importance of Business in Our Society

BUSINESS EDUCATION has a proud history of flexibility and a good record for adapting to changing social, economic, and business needs. It provides training for vocational competence in the business and office occupations. It builds definite skills, abilities, and attitudes for business competence in the home and community. It helps individuals to understand and solve economic problems encountered in everyday living. It provides background information for advanced study for the business professions.

The private enterprise economic system in the United States represents the most dynamic and successful system of organizing economic activities that ever has been devised. The institution of business is an integral part of this economic system. It is through business, in all its varied forms, organizations, and agencies, that our economic system functions. Business may be publicly owned also, and government at all levels throughout the nation is engaged in many forms of business activity. A large proportion of the labor force in the United States is employed in business of some nature. The major issues that confront the nation frequently are issues that involve business and business activities. In fact, the world of business as it is today, and as it will be in the future, must influence significantly the educational programs that are designed to prepare young people for life.

A Changing World of Work

Modern society is characterized by change that is unrelenting, constant, and rapid. New developments in science and technology, with their applications to business and personal life, occur with such rapidity and such certainty that all people are faced with the necessity for adjustment and adaptation to constantly changing situations.

New developments in science and technology also have altered significantly today's world of work and will change even more significantly the world of work of tomorrow.

The distribution of the U. S. labor force in 1960, with projections to 1975, is shown in the following table:

Table I
Actual and Projected Civilian Employment
in the Major Occupations, 1960-1975[1]

	Actual		Projected	
Major Occupation Group	1960	1962	1970	1975
		Per Cent of Total		
Total	100.0	100.0	100.0	100.0
White-collar exc. farm	43.1	44.1	46.6	47.8
Professional, technical and kindred	11.2	11.8	13.3	14.2
Managers, officials and proprietors, except farmers	10.6	10.9	10.7	10.7
Clerical and kindred	14.7	14.9	15.9	16.2
Sales	6.6	6.3	6.7	6.7
Blue-collar	36.3	35.8	34.3	33.4
Craftsmen, foremen and kindred	12.8	12.8	12.8	12.8
Operatives and kindred	18.0	17.7	16.9	16.3
Laborers, exc. farm and mine	5.5	5.3	4.6	4.2
Service	12.5	13.0	13.8	14.3
Private household	3.3	3.4	n.a.	n.a.
Service, exc. private household	9.1	9.6	n.a.	n.a.
Farm	8.1	7.2	5.3	4.5
Farmers and farm managers	4.2	3.8	n.a.	n.a.
Farm laborers and foremen	3.9	3.3	n.a.	n.a.

[1] *Statistical Abstract of the United States* (Washington: U. S. Department of Commerce, 1965) p. 227.
n.a.—not available.

Table I indicates that white-collar workers are expected to comprise about 48 per cent of the total labor force by 1975, and that the largest group of white-collar workers will be in the clerical and kindred occupations, representing about 16 per cent of the labor force. The greatest increase in white-collar workers is expected to be in professional, technical, and kindred occupations, although the increase in clerical workers also will be significant. It should be noted that the percentage of the labor force in sales occupations and the manager and proprietor classification is not expected to increase to any significant degree by 1975.

Table II

Number and Per Cent of Civilian Employees in White-Collar Occupations, 1960-1975[2]

	1960		1970		1975	
	No. in Millions	% of All Bus. Workers	No. in Millions	% of All Bus. Workers	No. in Millions	% of All Bus. Workers
Professional, Technical and Kindred	7.5	26.0	10.7	28.5	12.4	29.8
Managers, Officials, and Proprietors	7.1	24.6	8.6	22.9	9.4	22.2
Clerical and Kindred	9.8	34.0	12.8	34.2	14.2	33.9
Sales	4.4	15.4	5.4	14.4	5.9	14.1
Totals	28.8	100.0	37.5	100.0	41.9	100.0

Table II indicates that the number of white collar workers is expected to increase from 29 million in 1960 to 42 million in 1975. It is evident from Table II that a large proportion of white collar workers are engaged in business occupations. The distribution of white-collar workers among major categories will not change significantly from the present. As shown in the table, clerical workers will continue to represent about one-third of all white-collar workers, professional and technical workers represent another one-third, and sales workers and managers and proprietors make up the remainder of the white-collar labor force.

The Influence of Technology

The influence that scientific and technological achievements will have on occupational patterns and on educational programs is indicated by Baer and Roeber:

> Some of the major trends expected to occur within the broad grouping of white-collar worker and service-producing jobs are the following:
>
> 1. Technical advances, greater application of scientific findings in industry, growth of educational and medical services, and more research and systematic record keeping will all contribute to the rapid expansion of white-collar fields.
>
> 2. Professional and technical work will show the largest increase—particularly scientific and engineering rather than such traditional fields as law and medicine. Teachers (at all levels) and technicians who assist engineers and scientists are expected to show a rapid increase in numbers in the 1960's.
>
> 3. Other white-collar groups (managers and clerical and sales workers) are expected to grow in number during the decade.[3]

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[2] Op. cit., p. 228.

[3] Max F. Baker and Edward C. Roeber. OCCUPATIONAL INFORMATION: *The Dynamics of Its Nature and Use.* Chicago: Science Research Associates, 1964, pp. 52-53.

From the information presented here, it appears that the number of workers in business occupations will grow as the total labor force grows. Business jobs will continue to dominate the world of work, and the anticipated increase in the number of clerical workers and the professional and technical workers indicates continuing demand for employees in these areas. The educational programs that are designed to prepare individuals for participation in a society dominated by business activities must rely on business education as an integral part.

Changes in School Enrollment Patterns

Modern society also is changing in its attitudes toward education and schooling. The traditional patterns of school enrollment and school attendance have been modified by the constantly increasing demand for higher levels of education as prerequisites for employment. School enrollment patterns probably will change even more in the future than they have in the past.

> "Present predictions indicate that high school enrollment will reach 14,110,000 by 1970, an increase of 11 per cent over the 1965 enrollment. In 1975, high school enrollments are expected to be 15,042,000, an 18.3 per cent increase over 1965; and by 1980, the enrollment will reach 16,385,000, an increase of 28.8 per cent over the 1965 enrollment."[4]

In 1970, it is expected that about 75 per cent of all high school age youth will be enrolled in school; in 1985, this percentage will increase to about 80 per cent.

The rate of retention in school is also increasing. The percentage of students who remain in high school to graduation, and the percentage of high school graduates who enter college, is advancing slowly each year. Table III shows this increased retention.

Table III shows that about 64 per cent of the students who were in fifth grade in 1954 actually graduated from high school, and 34 per cent of those in grade five in 1954 entered college in 1962. These percentages are in sharp contrast to the 52 per cent of the 1944 fifth graders who actually graduated from high school and the 23 per cent who entered college.

---

[4] *Statistical Abstract of the United States* (Washington: U. S. Department of Commerce, 1965) p. 108.

Table III

Retention Rate Per 1,000 Students Attending School from Fifth Grade Through College Entrance 1924-1932 to 1956-1964[5]

Year of Entrance to Fifth Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	H. S. Grad.	First Time Enter College
1924	1,000	911	798	741	612	470	384	344	302	118
1926	1,000	919	824	754	677	552	453	400	333	129
1928	1,000	939	847	805	736	624	498	432	378	137
1930	1,000	943	872	824	770	652	529	463	417	148
1932	1,000	935	889	831	786	664	570	510	455	160
1934	1,000	953	892	842	803	711	610	512	467	129
1936	1,000	954	895	849	839	704	554	425	393	121
1938	1,000	955	908	853	796	655	532	444	419	(1)
1940	1,000	968	910	836	781	697	566	507	481	(1)
1942	1,000	954	909	847	807	713	604	539	505	205
1944	1,000	952	929	858	848	748	650	549	522	234
1946	1,000	954	945	919	872	775	641	583	553	283
1948	1,000	984	956	929	863	795	706	619	581	301
1950	1,000	981	968	921	886	809	709	632	582	308
1952	1,000	974	965	936	904	835	746	667	621	328
1954	1,000	980	979	948	918	855	759	684	642	343
1956	1,000	985	984	948	930	871	785	724	667	357

The predictions concerning school enrollments and school population in the future point to the increased numbers of students in high school, the increasing percentage of students who remain in high school until graduation, and the increasing percentage of high school graduates who enter college. At the same time, these predictions point out that considerably less than 70 per cent of students who begin elementary school actually graduate from high school, and that less than one-third of these students enter college.

It is evident that educational programs must be designed to prepare many different groups of young people to live successfully in our society. Appropriate and beneficial educational experiences must be provided for persons who do not complete high school as well as for those who enter college. In a business-oriented society, education is less than complete unless it prepares young people to participate successfully in business life.

Influence of Legislation

The impact of Federal legislation on school enrollment patterns and on educational curriculums is difficult to assess. It is certain, however, that both enrollments and curriculums will be affected by the educational programs and opportunities that have been legislated by the Federal Government.

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[5] Op. cit., p. 111.

Much of the Federal legislation, specifically the Vocational Education Act of 1963, is designed to increase the number of employable people in the United States, largely through educational programs that upgrade occupational competencies. Some of the legislation also is aimed specifically at increasing the numbers of professional workers, such as scientists, technicians, and the like.

Since much of the Federal legislation requires the establishment of specific educational programs as a means of upgrading the national manpower resources, the overall effect doubtless will be to increase the numbers of students who remain in school. In certain instances, of course, this increase is likely to be somewhat modified by individuals who leave regular school programs to enter special programs of occupational preparation administered by some agency other than the school. The number of such individuals, however, is not expected to be large.

Since some of the programs that are established through Federal legislation are designed to prevent students from dropping out of high school, the legislation will help to increase the percentage of students who remain in school until high school graduation. In like manner, adult education enrollments are expected to increase significantly in the future, due partially to the encouragement provided through federally legislated educational programs.

The fact that certain college and university programs of study can be subsidized, either partially or wholly, through Federal grants will tend to augment the increasing enrollments in colleges and universities.

For a description of Federal aid to education including business education, teachers are referred to *A Compendium of Statutes* (HEW Print 50-271 0) which may be obtained by writing to the U. S. Government Printing Office, Washington, D. C.

Role of Education

Since business is so important in the lives of all people, education in our society must prepare young people for successful living in our business-oriented society. To participate in this society, education must be devoted to the following areas of concern:

Adaptability to Change

Education should be concerned with the increased need for adaptability to change. Because change is such a significant characteristic of our society at the present time, and will tend to become more rapid in the future, education must prepare all individuals to accept this change and to make the necessary adjustments to meet the challenges created by change. The need for flexibility and adaptability, particularly in all aspects of business life, is of major importance.

Problem Solving

Education should be concerned with the development of understandings, knowledges, and abilities necessary to solve social and economic problems common to all persons.

Preparation for Work

Education should be concerned with the development of the necessary understandings, knowledges, skills, and attitudes that comprise adequate preparation for work. Such preparation may be for immediate employment or it may be subject matter background necessary for advanced study.

Personal Development

Education should be concerned with the development of individuals to their fullest potential emotionally, socially, mentally, and physically.

Basic Skills

Education should be concerned with the development and refinement of the basic skills of reading, writing, listening, speaking, and computation.

Citizenship

Education should be concerned with the development of the understandings, knowledges, skills, and attitudes that will permit young people to become useful citizens in their community, their state, and their nation.

Appreciation of the American Heritage

Education should be concerned with the appreciation and perpetuation of the inherited political, economic, and cultural heritage that is a part of American life.

In a democratic society education must provide learning opportunities for all individuals—at all levels according to their ability, their interest, and their capacity to be motivated. Every subject discipline has a responsibility for providing learning opportunities to meet the needs of all types of students. All subject disciplines must meet the challenge of helping to educate both leaders and followers for our society.

Role of Business Education

Business education in the years ahead must prepare individuals for a rapidly changing world of business and business occupations, and business education itself must be constantly changing to meet the challenges of new developments in science and technology.

Business education helps to achieve the objectives of education in the development of knowledge in two major areas:

1. Business education as *general education* is comprised of those aspects of business that are of concern to all persons to prepare them to live in our business-oriented society. Ordinarily, business education as general education will be appropriate at all levels of education.
2. Business education as *specialized education* is comprised of those aspects of business that are of concern to all individuals who have as their goal employment in business, either immediately upon the completion of a particular program of study or after a period of additional study. Ordinarily, business education as specialized education will begin in the senior high school and continue through adult and collegiate programs of education.

Business education is appropriately offered at various levels, including the junior high school, the senior high school, adult education programs, area vocational-technical centers, junior and senior colleges and other specialized educational programs designed to prepare for employment. The outcomes of business education will vary with the instructional level at which programs are offered.

Business Education in the Junior High School

The outcomes of business education in the junior high school will be totally related to business education as general education. These outcomes and the courses in which the outcomes can be achieved, are:

General Business	**General Business and Typewriting**
(1) Development of economic literacy: understanding the organization and operation of the economic system; development of a vocabulary of economic terminology	(1) Development of non-vocational knowledges and skills
(2) Development of consumer knowledges, skills, and attitudes	
(3) Study of basic skills: computational; oral and written communication skills	
(4) Study of career opportunities in business	

Business Education in the Senior High School

The outcomes of business education in the senior high school are related to business education both as general education and as specialized education. The outcomes to be acheived are:

Development of vocational competency (specific job skills and background information for entry and advancement in business employment)	Typewriting, Bookkeeping, Data Processing, Shorthand, Clerical Office Practice, Secretarial Office Practice, Recordkeeping, Office Machines, Business English, Salesmanship, Advertising, Merchandising, Business Organization and Management, Vocational Office Education, Cooperative Business Education
Development of knowledges, skills and attitudes in the area of human relations	In all business subjects, particularly in Clerical and Secretarial Office Practice, Salesmanship, Vocational Office Education, Cooperative Business Education
Development of economic literacy	Economics, General Business, Consumer Education, Economic Geography, Bookkeeping, Business Organization and Management
Development of consumer knowledges, skills, and attitudes	General Business, Consumer Education, Business Law, Business Mathematics

Refinement of fundamental processes	Business English, Business Mathematics, Bookkeeping, General Business, Recordkeeping, Shorthand, Secretarial Office Practice, Clerical Office Practice
Development of personal-use knowledges and skills	Typewriting, General Business, Personal Shorthand, Consumer Economics, Business Law, Salesmanship
Study of career opportunities in business	General Business, Secretarial Office Practice, Vocational Office Education, Cooperative Distributive Education, Diversified Cooperative Training, Cooperative Business Education, Clerical Office Practice
Building of a foundation for advanced study	Bookkeeping, Economics, Business Law, Salesmanship, Merchandising, Advertising, Business Organization and Management, Data Processing

Business Education in Area Vocational-Technical Centers and in Adult Education Programs

Ordinarily, business education in these programs will be specialized education and will be vocational in nature. The outcomes at these levels will be those outcomes that are closely related to vocational competencies. The courses through which these outcomes are developed will depend on the demands of participating students, particularly in the adult education program. Chapter VIII describes in more detail the purposes and outcomes for adult education programs.

Business Education in the Junior College

Business education at the junior college level will be devoted to occupational preparation and to preparation for advanced study for the business profession. The outcomes for this level are more fully developed in Chapter VIII of this *Guide*.

The Guidance Function

Guidance is an integral part of the total educational process in today's schools, and the business education teacher has specific and definite responsibilities in helping to implement the guidance function.

In accepting this responsibility, the business educator helps to provide various guidance experiences necessary for the business student:

Educational guidance—directs students in learning how to study and in planning programs of study that are most suitable for meeting the goals which students have set for themselves. High school students need to be reminded that, even though colleges and universities require applicants to have completed certain specified high school courses before they can be admitted to the university (or to various programs of study within the university), most colleges will accept all high school credits to meet entrance requirements. Except for specified courses, credit from all high school courses generally can be used for this purpose.

Social and personal guidance—aids students in becoming mature, self-directing, and well-adjusted individuals.

Vocational guidance—assists students in acquiring knowledge of the functions, responsibilities, opportunities, and rewards of occupations. Thus, students are encouraged to think critically concerning various types of occupations. Even though the business education department has the responsibility of planning for students of all levels of ability, the interest and ability levels of the students must be high enough to permit them to become employable if they are to profit from the business education courses.

Role of the Business Teacher

Business teachers, by the nature of their professional background and experience, have a unique contribution to make to an effective guidance program.

In helping students understand the world of work:

1. The teacher should be well informed about the school program and should know the job requirements and opportunities in our economy.
2. The teacher should be friendly, sympathetic, and approachable so that students will not hesitate to seek information and counsel.
3. The teacher should participate in informing students about business education by: preparing course outlines and handbooks, pre-

senting assembly programs, preparing bulletin boards, displays, and sponsoring clubs and organizations.

In relation to the Vocational Office Education program:

1. The teacher, under the Vocational Office Education Plan I, has the opportunity under the block-of-time class plan to help the student to analyze his abilities and to refine those skills, knowledges, and attitudes that will enable him to adjust and advance on the job.
2. The teacher, under the Vocational Office Education Plan II, is allotted released time for the specific purpose of counseling with those students who have decided upon a business career.

In serving as a resource person to the guidance department:

1. The teacher should inform the counselor of the knowledges, skills, and abilities needed by students to do satisfactory work in business.
2. The teacher should contribute to the student's cumulative folder in regard to skill competencies, grades, and other anecdotal information.
3. The teacher should make certain that the students' work experiences are recorded in the cumulative folders.
4. The teacher should assist the guidance department in the selection and administration of appropriate prognostic tests.[6]

Placement

The business teacher should assume the responsibility of working with administrators, advisory committees, employment offices, and other agencies in the community in placing students on jobs. Students should be referred to jobs in which they are interested, and have a career objective, for which they have been properly trained, and in which they are most likely to succeed.

Teachers may employ such procedures as the following in providing placement services:

1. Teach the students proper techniques of applying for a job.
2. Arrange for students to participate in cooperative work programs.
3. Inform the students of current employment opportunities.
4. Furnish the guidance office and businessmen with information about the employment potential of students.
5. Arrange for interviews between the students and prospective employers.
6. Classify students according to their abilities and the types of duties they are best able to perform. This information will serve as a quick and easy reference when employers ask for new workers.

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[6] *Florida State Plan for the Improvement of Vocational, Technical, and Related Educational Services*, Bulletin 70A-3, (Tallahassee: State Department of Education, 1965).

7. Handle employers' calls for prospective employees and help select students for jobs to be filled.
8. Give students credentials and information to carry with them during interviews for jobs.
9. Study the student's adjustment on the job, making notes for the improvement of placement services or improvement of the curriculum.

Prognosis

The use of a variety of prognostic, or predictive, measures to yield specific information concerning the probable success of students in a specific business course or sequence should be an integral part of the business education program. The characteristics indicative of a student's future achievement include his interests, character traits, physical condition, adjustment to his environment, and his ability to learn. The teacher and guidance department should give every consideration to these factors in helping students best utilize their high school education in preparation for vocations in which they can be successful.

The results of a battery of tests—including prognostic tests for clerical and office occupations (which still have limited predictive value), scholastic aptitude tests, reading ability tests, and achievement tests—and the use of information acquired through supplementary interest inventories, personality questionnaires, pupil personnel records, students' grades, and attendance records may be used as effective prognostic devices. In addition, selected units in certain business education courses may be made available to students on the ninth and tenth grade levels for an exploratory experience in the business subjects.

Such units, as a device for discovering the interests and aptitudes of students in business education, may actually offer opportunities for students to explore subject matter such as shorthand, recordkeeping, and selling. If exploratory or tryout units are to be of real value, records must be kept on student progress and must be used in counseling. Parents must be kept informed about the student's potential for success in various subject areas.

The information obtained through prognostic media should be of value in helping the students obtain realistic pictures of their strengths on which to capitalize, and the weaknesses which they need to accept or remedy as they pursue their chosen educational goals.

Follow-up

Schools providing vocational preparation for students have not fulfilled their complete responsibility if they do not follow these students on the job. Follow-up studies should provide a basis for analyzing the need for new courses and for improving present courses. The findings may result in curriculum changes varying from partial changes in some areas to total revision in others. The business department may also continue to render service to former students in securing jobs or in planning for further education and should cooperate with adult education and vocational and technical programs in an effort to improve the educational level of the community. The follow-up must reach as many graduates and dropouts as possible to be of maximum value to the individual and to the school.

The Professional Business Education Teacher

Professional growth of the business education teacher presupposes an increased awareness of changing social conditions, continued development in the understanding of youth, as well as studied improvement in classroom methods and teaching techniques. It necessitates understanding in depth of human relationships.

A professional business education teacher:

1. Is interested in teaching students more than subject matter.
2. Is active in professional organizations—from national to local, from general to specialized.
3. Reads critically the professional literature that is available, including reports of research studies.
4. Endeavors to keep professionally informed through association with recognized authorities.
5. Is willing to adjust to changes in teaching assignments, school schedules, curriculum development, and equipment and facilities if the changes are more beneficial to the school system.
6. Is able to adjust viewpoints and concepts to changes and advancements in business conditions.
7. Contributes ideas, experiences, and research findings through professional writing.
8. Makes every effort to enhance the public image of the business education teacher.
9. Continues education toward more advanced learning.
10. Attends workshops and participates in meetings and conferences.
11. Cooperates with requests for data concerning advanced studies, standardizing tests, and establishing national norms on tests.
12. Recognizes the need for and builds a personal professional library.

13. Counsels with students.
14. Is ambitious to progress and avoids becoming set in a mold of rote teaching.
15. Recognizes the need for recreation and for travel.
16. Is affiliated and active in civic, business, and religious organizations of the community.

Professional Organizations

Membership in educational associations is important to professional growth. Associations which will be professionally beneficial to the business teacher include the National Education Association, Florida Education Association, National Business Education Association (including membership in the Southern Business Education Association), American Vocational Association, Florida Business Education Association, Florida Vocational Association, and the Classroom Teachers Association.

National and International Business Education Associations

The National Business Education Association is a division of the National Education Association. NBEA is devoted to the interests of all business educators throughout the nation. Membership in this organization entitles the teacher to receive the monthly publication, *Business Education Forum,* and an annual publication, the *National Business Education Yearbook.* A comprehensive member in the Association also receives the *National Business Education Quarterly.*

The International Society of Business Education, a division of NBEA, co-sponsors an international conference in economics each summer. Membership in this society is not included in the comprehensive membership in the National Business Education Association. The publication, the *International Review,* is received once a year.

Two other divisions of NBEA are: National Association for Business Teacher Education, the business teacher education division devoted to upgrading business teacher education; and the Administration, Supervision, and Teaching Division devoted to special interests of administrators, research, and secondary teaching.

The American Vocational Association is an organization for vocational and practical arts education. Membership in this organization entitles the educators to receive each month the official magazine, the *American Vocational Journal.*

State Vocational Association

The Florida Vocational Association is the state affiliate of the parent organization, the American Vocational Association. Members receive the official publication, the *Florida Vocational Association Newsletter,* on a quarterly basis.

Regional Business Education Association

The Southern Business Education Association is one of the five regional affiliates of the National Business Education Association. Florida business educators who belong to NBEA are also members of SBEA. The annual convention of SBEA is held during the Thanksgiving holidays in one of the twelve southeastern states.

State Business Education Association

The Florida Business Education Association is a section of the Florida Education Association. The annual business meeting of the FBEA is held in conjunction with the Florida Education Association convention in the spring. FBEA also plans the program for a work conference held each fall and co-sponsored by the State Department of Education.

County Business Education Association

In some counties there is a sufficient number of business education teachers to make a county organization feasible. A county organization may:

1. Work toward the satisfactory development of a business education curriculum in the county.
2. Cooperate with the county administrators and institutions of higher learning in securing in-service training for teachers.
3. Make community surveys.
4. Obtain work opportunities for teachers.
5. Establish a businessmen's advisory committee.
6. Establish uniform business efficiency certificates.
7. Visit other business departments for ideas and suggestions.

A teacher must participate actively in organizations if he is to receive maximum benefit from his membership. Attendance at meetings and participation in programs are privileges that are available to all business education teachers.

Business education teachers who participate in the work of professional organizations will profit from the help received from the organization and will grow through the exchange of ideas and widening of acquaintanceships.

It is especially recommended that teachers in Florida endeavor to attend work conferences and conventions of regional and state business education associations, as well as to attend county meetings whenever possible.

Community Relations

The complete success of a business education program may depend on community relationships that have been established. Community approval or disapproval may be the result of many years of exchanging ideas and continuing actions of school and community. An effective public relations program for the school will promote mutual understanding of the purposes and activities of the business education department with parents and other citizens, as well as with the businessmen.

Since they are in a position to measure the worth of the business education program, local businessmen usually are eager to cooperate with the school in promoting better business education. Good teaching is, therefore, an essential part of molding public opinion in favor of the school and the business education program. Mutual understanding and concern for the purposes and activities of the business education department is most desirable. Sometimes it is wise for the business teacher to assume the initiative in order to activate this interest to a maximum degree.

The business teacher may help build or strengthen a desirable community and school relationship through conferences, open houses, special programs, publicity releases, service clubs (especially recommended are Administrative Management Society, Business and Professional Women's Club, National Secretaries Association, Chamber of Commerce), adult education programs, public exhibits, field trips, placement services, and follow-up studies of graduates.

Interrelationships and Articulation

There is no conflict between the general and specialized objectives of business education. Many business skills and much knowledge may be readily applicable either to the solution of a personal business problem or to a job situation. Certainly, specialized business education contributes to the general education objective of economic efficiency. Moreover, as it has been pointed out, business education as general education is comprised of those aspects of business that are of concern to all persons to prepare them to live in our business-oriented society. A continuing problem in business education is the problem of articulating the business program with the programs of other departments within the school and with business education programs in other schools in the community. Studies must be made and experiments need to be conducted to facilitate close coordination among the various school programs. Cooperation and coordination are necessary in order to provide maximum development in concepts and skills.

Articulation may be improved through efforts of guidance counselors, through meetings of teachers, by careful planning of department chairmen, and through the efforts of supervisors and other administrators.

Business education programs in the junior high schools are related to general education objectives, and the programs in the senior high schools and junior colleges are concerned with both the general and the specialized objectives. In the Florida junior colleges some efforts are being made to avoid duplication of high school programs, particularly programs in occupational preparation. Efforts are made in the junior colleges to place the students in that part of the program where it is believed they will gain the greatest benefits.

Qualifications of the Business Education Teacher

The Florida State Department of Education sets up minimum requirements for Ranks I, II, and III teaching certificates. Detailed requirements may be found in the publication, *Florida Requirements for Teacher Certification,* State Department of Education, Tallahassee, Florida. Minimum requirements for a Rank III certificate are:

Business Education

1. A Bachelor's degree with a major in business education (bookkeeping and stenography)

or

2. A Bachelor's degree with thirty (30) semester hours in business

education including the areas specified below:
- a. Six (6) semester hours in accounting or bookkeeping
- b. Six (6) semester hours in economics
- c. Six (6) semester hours in shorthand
- d. Four (4) semester hours in typewriting
- e. Two (2) semester hours in business English
- f. Two (2) semester hours in business law

Bookkeeping and General Business

1. A Bachelor's degree with a major in bookkeeping

or

2. A Bachelor's degree with eighteen (18) semester hours in business education including the areas specified below:
   - a. Six (6) semester hours in accounting or bookkeeping
   - b. Six (6) semester hours in economics
   - c. Two (2) semester hours in business law

Stenography

A Bachelor's degree with eighteen (18) semester hours in business education including the areas specified below:
- a. Six (6) semester hours in shorthand
- b. Four (4) semester hours in typewriting
- c. Two (2) semester hours in business English

Vocational Office Education

In order to qualify for the Graduate Certificate, Rank III, covering Vocational Office Education, the applicant shall meet the following requirements:
- a. Satisfy all requirements for the Graduate Certificate covering covering the broad field of secondary business education
- b. Furnish signed statements from employers or other documentary evidence verifying specific work experience of at least one year of full-time employment in the same area to be taught
- c. Present three (3) semester hours in principles or philosophy of vocational education.[7]

Vocational Office Education may be shown on a Provisional Graduate Certificate covering secondary business education when the applicant has satisfied the requirement for work experience and furnished documented verification. (Section b.)

New Developments and New Media for Learning and Teaching

New insights into the nature of learning and the developing complexities of the instructional task indicate that present-day learning and teaching processes will assume new dimensions in the future. Even with these new developments, however, it cannot be emphasized enough that the instructor is the most important factor in the learning situation, and he will continue to be. Auxiliary tools, such as the overhead projector, controlled reader, team teaching, television, and programmed instruction, will become more important. But only through careful planning of their utilization in a specific classroom situation can there be effective instruction and learning. Successful application and continued development of each new device are entirely dependent on the creativity of the classroom teacher in planning for individualized learning.

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[7] *Requirements for Teacher Certification* (Tallahassee: State Department of Education, 1964), p. 119.

The Overhead Projector

The overhead projector is a relatively new teaching-learning aid that offers unusual possibilities for enriching the learning in many different business education classes. The overhead projector provides opportunities to present drawings, charts, statistical tables, and similar material to the class without the necessity of having to write these materials on the chalkboard, present them orally, or prepare duplicated copies for the class. The teacher also may use the overhead projector to demonstrate how business forms should be completed, how words are spelled, or how shorthand outlines are written, since this machine permits the teacher to write directly on the material that is being projected to the class.

The overhead projector makes use of transparencies (transparent surfaces on which have been printed, typewritten, handwritten, or drawn any material that the teacher wishes to project on the screen). With special types of equipment, transparencies can be prepared by machine directly from many different types of printed material. Especially suitable for placement on transparencies are such materials as tables, graphs, drawings, business forms, arithmetic problems, and letter styles. Transparencies may be prepared in such a way that they show the steps of a sequence by placing one transparency on top of another (called overlays).

The overhead projector has the advantage of being used without darkening the room and permits the teacher to face the class while presenting the materials. This teaching-learning aid is particularly good for use in such subjects as bookkeeping, business mathematics, general business, consumer education, recordkeeping, data processing, economics, typewriting, shorthand, and office machines.

The Skill-Builder

The skill-builder, or controlled reader, is a teaching-learning aid that presents materials to the students at a constant rate and in small segments to help them to increase their rates of response in some particular skill, such as shorthand, typewriting, arithmetic computation, and reading. The skill-builder uses a type of filmstrip that is projected on a screen. If the material that is projected is to be used for typewriting practice, the students try to copy the material as rapidly as it is shown on the screen. Typewriting stroking speeds tend to be forced to higher levels because the materials are projected at constant rates that can be selected by the teacher. The skill-builder offers the same opportunities for developing increases in student responses in any of the skills courses in business education.

Large Group Instruction

Business education teachers increasingly are being required to administer and teach in situations where class sizes are 60, 70, and even larger. Obviously, special facilities and instruction techniques are necessary if these situations are to produce the best learning possible.

The business courses that are most likely to be administered and taught in large group instruction situations are general business and typewriting—although there is no reason to believe that any of the business subjects are immune from this relatively new development.

When general business classes are taught through large group instruction, business teachers need to make sure that there are ample opportunities for students to meet in small groups for discussion purposes and to engage in individual project work. As a general practice, large group instruction in general business will entail a lecture-demonstration on one occasion, followed by several class periods devoted to small group discussion, individual study, and the like. Ordinarily, large group instruction in general business will be set up on a team-teaching basis, perhaps with clerical helpers or student aides assigned to help with the details of classroom management.

When typewriting is taught in groups of more than 40-45 students, certain considerations and cautions should be kept in mind:

1. The typewriting teacher should be provided with qualified assistants who are able to help students with their individual typing problems during the scheduled class periods. These assistants should have a sound knowledge of typewriting techniques and procedures.
2. Clerical assistance should be provided to help with the details of classroom management.
3. A modern demonstration stand, preferably one that is mounted on a raised platform, is essential. The demonstration stand must be placed so that all students in the room have an unobstructed view of all demonstrations.
4. Frequently, amplifying equipment is a necessary part of the equipment needed for large group instruction.
5. The typewriting teacher will need to demonstrate frequently the correct techniques and procedures that students are to emulate.
6. The teacher in a large group situation will want to direct carefully all of the practice efforts of students.
7. The typewriting teacher should recognize that such learning-teaching aids as the overhead projector, the skill-builder or controlled reader, and the tachistoscope, will help students develop rapid responses. In addition, specially equipped rooms with individual listening stations are recommended to enhance learning in typewriting in large group situations.
8. The classroom should be equipped with extra typewriters (stored near the classroom) so that each student will be assured of a machine each day.

It must be kept in mind that large group instruction is not synonymous with team teaching. In large group instruction, teachers share the work on the basis of large numbers of students. In team teaching, the sharing is based on special qualifications for teaching certain areas of subject matter.

Team Teaching

Team teaching is a term used to designate a method of organization for pupil learning in which two or more teachers share in the responsibility for all aspects of teaching—planning student learning experiences, guiding students through these experiences, measuring student progress, and evaluating the procedures used. The team of teachers responsible for a particular class must work closely together in planning for student learning and must have indicated a willingness to accept this responsibility.

An essential feature of team teaching, and one of its most important strengths, is that teachers assume the responsibility for teaching the subject matter area in which they are most highly qualified. If teachers merely divide the instructional time with little or no thought of the teachers who are best qualified to organize and teach certain aspects of the subject matter, team teaching loses much of its value.

Ordinarily in team teaching there are at least two teachers and one or more clerical assistants who are assigned to type and grade tests, prepare visual materials, take attendance, etc. Teachers may share equally in the responsibility for the class or one person may be designated as the directing teacher and the other persons work under his supervision.

Team teaching appears to be most adaptable in business education to the subject areas of general business, economics, consumer economics, business organization and management, and perhaps clerical and secretarial office practice.

Television

Television has been used as an instructional medium for some time, and the techniques for using it for instructional purposes constantly are being refined. The two general classifications of television for instruction are single-room and studio television. In addition, studio television generally operates either as closed-circuit or as open-circuit television.

Single-room television. In business education, television projections may be more beneficial to the students if a small, relatively inexpensive, self-contained television camera is used. This unit serves to magnify the procedures or processes that are being explained or demonstrated and projects this magnification so that all students in the class are able to see the details of the process or procedure. Single-room television is particularly adaptable to office practice classes (where machine demonstrations are essential) and typewriting.

Studio television. The most common use of television as an instructional medium has been to use a television camera to record lessons presented by a master teacher and transmitted to television receivers located in separate classrooms or separate buildings. Ordinarily, educational television has utilized closed-circuit facilities, in which the program or lesson is transmitted only to receivers which are connected by direct cable to the television camera. Some educational programs, however, are transmitted on open-circuit facilities and all persons within a specified area are able to receive the program or lesson.

The business education subjects that are most suitable for television instruction are typewriting, economics, and subjects that can be learned through the lecture-demonstration method of teaching. Some success has been reported for shorthand classes that have been taught by television also.

Programmed Learning

This method of learning may be either a machine program or a printed program depending upon the task to be learned. Perceptual-motor skills lend themselves more readily to machines while purely verbal tasks may adequately use the printed form.

Proceeding at one's own rate is the core of programmed learning. Such a procedure leads the student, step by step, through explanations or bodies of information. The student is required to make a correct response before he is permitted to proceed to the next step in the process.

Those subjects considered most adaptable to programming are business law, shorthand, business arithmetic, bookkeeping, recordkeeping, and short units of office practice. Spelling, vocabulary development, punctuation, and grammar are also adaptable to programming.

Single-Concept Films

The 8-millimeter, single concept film is especially valuable in classes where short demonstration or episode is needed to illustrate a principle or crystallize a concept.

The single-concept film is designed to be used during class discussions, teacher demonstrations or teacher lectures, and can be shown at the precise moment when a filmed situation best explains an idea. Ordinarily of short duration (3 to 5 minutes), these films offer almost limitless opportunities to enrich student learning in business education classes.

Applications are obvious in such subjects as general business, business law, consumer economics, business organization and management, salesmanship, retailing, clerical and secretarial office practice, and data processing courses.

Telelectures

The telelecture is a speakerphone equipped with a tiny microphone and a miniature transmitter that is connected to a regular telephone. Transmissions are directed to receiving equipment tied to amplifiers in an assembly hall or classroom. An audience may listen to a speaker, and even ask him questions, without the necessity of the speaker appearing before the group.

A government official from Washington, D. C., or a financial expert from Wall Street, or a banker from Miami, or an insurance broker from Jacksonville, could address a group of students in any part of the nation (or the world) through the use of the telelecture.

The telelecture is a new technique for enriching classes in business law, economics, general business, consumer economics, salesmanship, retailing, advertising, business organization and management, and bookkeeping.

Additional information about teaching-learning aids can be found in each course description in Chapter III of this *Guide*.

Featured Sequences and Programs

To focus attention upon the total business education curriculum and how such a curriculum provides for the needs of many different students with many different goals, a number of sequences within the business education curriculum have been suggested. These sequences, presented in Chapter II, if followed by students in the secondary schools, will provide valuable educational experiences for individuals whose goals range from general education to college preparatory to occupational preparation.

The sequence that is totally general education in nature is the basic business-economics sequence. This sequence provides a general background of understandings in business and economics for every student in the high school no matter what his educational or occupational goal may be. This sequence has an added advantage of providing the high school student with a foundation for further study of business in colleges and universities.

The college preparatory sequences that are included in Chapter II will be helpful to students, counselors, and business teachers alike in planning high school study programs for individuals who plan to enter college and enter curricula in secretarial (or office) administration, business administration, or business teacher education.

The business education sequences presented in Chapter II, are:

Automation and Data Processing
Basic Business–Economics
Bookkeeping
Clerical
Suggested College Preparatory
Manager and/or Owner
Secretarial

These sequences are discussed in relation to suggested courses, student population, objectives, occupational opportunities, and evaluation procedures.

In Chapter V is presented the specially designed programs which provide culminating office education and work experience for melding skills and knowledges developed previously in the suggested sequences.

CHAPTER 2

Suggested Sequences

THE HIGH SCHOOL BUSINESS EDUCATION curriculum must be adapted to meet the constantly changing needs of society. Within a local community, consideration must be given to the mobility of the working population, the expanded employment community, the rapid developments in technological progress, and the dynamic nature of economic opportunities. In the development or modification of a business education curriculum for a school, careful attention must be given to the following factors:

1. Surveys of community needs and student interests.
2. Socio-economic and vocational characteristics of the community, including the expanded employment community.
3. Suggestions from local advisory committees.
4. Placement records and follow-up studies of graduates.
5. School size, teaching staff, facilities, and equipment.

It is unwise for any school to follow a business education curriculum developed in another school merely because of its apparent success in that school.

In most business education courses, learning may often be facilitated by grouping the learners according to ability. Even in the business classes that are offered primarily as general education, such as General Business, ability grouping many times will help to promote better learning.

When it is possible for a school to schedule more than one section of a business education class, it may be wise to schedule these sections to meet during the same class period. This arrangement will make it possible for teachers in the department to change students from one group to another according to the rate at which the students progress. This regrouping of students is particularly valuable for shorthand, typewriting, and bookkeeping classes.

A Flexible and Functional Curriculum

Every business curriculum in the past has, by design or not, met the challenge of change. In fact, the ability to meet the needs of business and society as they developed has been the genius of education for business. Adaptation to new conditions is essential for a democratic society and an economic system based on individual or corporate enterprise. Regardless of the size of the high school, the business curriculum should be both flexible and functional. Recent findings of research, new concepts in learning, new instructional media and techniques, and changing conditions in a community necessitate constant changes in the curriculum. Continuous evaluation of the curriculum is necessary for it to remain functional. It should be designed to fit the needs of the students and the community to be served.

Typewriting for All

Typewriting is rapidly becoming a general method of communication; thus, all students should be permitted to elect typewriting. It is recommended that typewriting be offered in the tenth grade or earlier so that students may be able to use the skill during their high school days. A minimum of one year of typewriting is recommended; however, seniors may be permitted to take typewriting for one semester to meet personal-use objectives. Summer school typewriting instruction which includes both junior and senior high school students also has personal-use value.

Importance of Economic Education

Educators have become increasingly aware of the need for economic literacy. Young people should be prepared to act intelligently when faced with the economic issues that arise daily. Being an intelligent consumer with an understanding of our economic system is of value to all students.

Economic education is the responsibility of the total school from the kindergarten through the twelfth grade.*

A number of courses are offered in the business education curriculum which contribute to vital economic education instruction for all secondary school students. Some of these courses are: general business, consumer economics, economics, bookkeeping, and economic geography. These courses should be made available to all students.

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* A scope and sequence chart showing grade level (kindergarten through twelfth grade) for developing economic understandings is being developed by the State Department of Education and will be available at a later date.

The Business Education Curriculum in the Small High School

The specialized sequences that follow are designed to develop a higher degree of vocational competency than many schools can currently afford. In balancing skill and non-skill courses, the small high school, however, faces the problem of providing sufficiently diversified training within the limits of its facilities to meet the needs and desires of the students and the community. Some of these problems may be resolved by combining subject matter from several courses and integrating such subject matter into a single course. An alternate-year program may also help to provide a higher degree of competence than would be possible through unvarying yearly offerings. A suggested plan might be as follows:

Alternate-Year Program for a One-Teacher Department

First and Third Years—General Business, Typewriting I, Bookkeeping I, Clerical Office Practice

Second and Fourth Years—General Business, Typewriting I, Shorthand I and a selection of two or more of the following: Business Law, Salesmanship or Retailing, Consumer Economics, Business Organization and Management

Automation and Data Processing Sequence

Grade	*Suggested Courses*	*Length*
12	Data Recording Devices	1 Semester
12	Introduction to Data Processing	1 Semester
11-12	Bookkeeping I	1 Year
11-12	Office Practice, Clerical (office machines should be included in the course)	1 Year
10-11	Typewriting I	1 Year
10	Business Mathematics*	1 Year
9-10	General Business	1 Year

* The talented or above average student should elect an advanced mathematics course if arithmetic skills are superior.

Additional Courses to Enrich the Sequence

Business English, Business Organization and Management, Office Machines, Typewriting II, Bookkeeping II, and Advanced Mathematics.

As unit record equipment becomes available to the high school, courses in its operation and wiring may be added to the above sequence.

Who Should Enroll in the Sequence

Students of average or above average ability, as evidenced by aptitude tests and by school marks,

a. whose temperament and manual dexterity give promise of development as keypunch operators;

b. who are planning to seek clerical employment in occupations where some familiarity with data processing practices and concepts is necessary.

Students who plan to enroll in data processing classes on the post-high school level or who wish to investigate career opportunities and requirements should elect the two data processing courses and Typewriting I.

Additional Considerations for Guidance Purposes

Students who enroll in this sequence should have average or above average achievement in the language arts and arithmetic skills of reading comprehension, numeric reasoning, spelling, writing, and speaking. They should also possess self discipline and patience and tenacity in solving problems.

Objectives of the Sequence

The data processing sequence is designed to introduce into the high school curriculum specific data processing education which will help provide the skills and knowledge needed in order to work successfully in automated offices.

The sequence does not attempt to duplicate the post high school programs or training programs offered by industry in which efforts are made to develop proficiency in the operation of specific hardware and to produce technicians and programmers.

This sequence provides opportunities for interested students to learn the principles, vocabulary, career possibilities, and concepts of data processing. Where additional equipment is available, students may gain experience by observing and operating some of the machinery involved in data processing.

Schools not offering this sequence may incorporate the data processing concepts in other related business courses.

Occupational Opportunities

The number of firms using data processing equipment is increasing so rapidly that occupational opportunities are generally considered to be unlimited. During the next decade, a half million well-trained workers will be needed to fill positions in electronic data processing. Nationally, there is a shortage of qualified personnel with technical training and experience. It is advisable for business educators to ascertain the changes that are taking place in data processing nationally and to inform the students about these changes.

A realistic view of the occupational opportunities locally also should be considered. Work in data processing generally may be divided into three categories—professional (requiring a four-year college education or the equivalent), technical (six months to two years of post-high school or the equivalent), and clerical (requiring a high school education or the equivalent). Specific information on available job opportunities may be obtained from local employment offices, data processing equipment manufacturers, businesses with data processing installations, and local Chambers of Commerce.

Clerical positions in data processing available to high school graduates are keypunch operator, peripheral equipment operator, data typist, coding clerk, and tape librarian. From these entry positions, with additional experience and training, advancement is possible to such positions as computer operator, computer programmer, systems analyst, data processing supervisor, or manager.

Evaluation of the Effectiveness of the Sequence

New developments in the data processing field should be analyzed periodically and revisions in the sequence and courses made accordingly. A study of the evaluation of the courses should be made in determining the effectiveness of the sequence. Some factors to consider are:

1. Did the students achieve the objectives of the course?
2. Were provisions made to offer the data processing education to all students?
3. Was proper use made of available resources—advisory committees, businesses with installations, films and other audio-visual aids, and the like?
4. Were the classes scheduled at times during which students might elect them?
5. Did the teachers, administrators, and guidance counselors work together to incorporate data processing concepts into related courses?
6. Were the course offerings practical? How may they be revised for more effective results?
7. Were provisions made for local business men and women, local post-high school representatives, and manufacturers to participate in the instruction?
8. Were adequate facilities available for proper instruction? If so, was maximum use made of these facilities? If not, what facilities were needed? (List order of priority.) Can the need for such facilities be substantiated?
9. What can be done to improve instruction of the courses in view of the rapid changes taking place in the field of data processing?
10. Did the sequence help to meet the vocational needs of the students?

Basic Business–Economics

Grade	*Suggested Courses*	*Length*
11 or 12	Economics	1 Semester or 1 Year
11 or 12	Consumer Economics	1 Semester or 1 Year
11 or 12	Business Law	1 Semester or 1 Year

11 or 12	Business Organization and Management	1 Semester or 1 Year
10, 11, or 12	Personal Typewriting or Typewriting I	1 Semester or 1 Year
9 or 10	General Business	1 Semester or 1 Year

Additional Courses to Enrich the Sequence

Bookkeeping I or Recordkeeping, Economic Geography, Introduction to Data Processing.

Who Should Enroll in the Sequence

1. Students who desire or need courses in order to become economically literate citizens.
2. College-bound students who indicate a general rather than a specialized interest in the offerings of colleges and universities.
3. High school students who are following a general course, but who desire some courses in business education.

Additional Considerations for Guidance Purposes

Business education has an important contribution to make to the economic literacy of every high school student. Since basic business and economic education should be administered and taught as general education, all of these courses should be available to all students who wish to take them. Certain of these courses will be more suitable for slow learners, while others will be more appropriate for the average or above-average learner. For example, the course in economics probably should be recommended for those persons with average and above average learning ability. Economics in very simplified form, as presented in Consumer Economics, can be understood by slow learners.

Objectives of Basic Business-Economic Education

1. To develop an understanding and appreciation of how our economic system is organized and how it operates, and to understand the ways in which business has contributed to the development of the private enterprise economy.
2. To develop an economic vocabulary extensive enough to permit intelligent reading and understanding of current economic and social problems as reported in newspapers, magazines, and other periodicals.
3. To develop the knowledges, skills, and attitudes necessary for effective planning of the management of personal financial resources in order to become intelligent consumers of goods and services.
4. To provide guidance to young people in making occupational choices and in planning future study programs as preparation for entrance into these occupations.
5. To help students learn efficient and economical uses of the services that business provides for individuals and that are important to all individuals throughout their lives.

Evaluation of Basic Business-Economic Education

1. Are the teachers of basic business-economic education courses

qualified business teachers with special preparation in content areas?

2. Are students of all ability levels encouraged to enroll in the basic business-economic education courses?
3. Are the students' learning experiences associated with the stated objectives of basic business-economic education?
4. Are the courses in basic business-economic education of the type that meet the general education needs of students?
5. Are courses in basic business-economic education offered at both the freshman-sophomore and junior-senior levels?

The Bookkeeping Sequence

Grade	*Suggested Courses*	*Length*
12	Bookkeeping	1 Year
12	Office Practice, Clerical	1 Year
12	Introduction to Data Processing	1 Semester or 1 Year
11 or 12	Business Law	1 Semester or 1 Year
11 or 12	Economics	1 Semester or 1 Year
11 or 12	Bookkeeping I	1 Year
10 or 11	Typewriting I	1 Year
9 or 10	Business Mathematics	1 Year
9 or 10	General Business	1 Year

Additional Courses to Enrich the Sequence

Typewriting II, Business English, Consumer Economics, English and Mathematics beyond minimum requirements, Data Recording Devices (Grade 12, one semester).

Who Should Enroll in the Sequence

1. Students who are average or above average in ability as evidenced by school grades and scores on academic aptitude tests.
2. Students who, after graduation from high school, plan to be employed in bookkeeping occupations or other business occupations requiring the use of bookkeeping knowledge and skill.
3. Students who wish to enroll in business courses to obtain an understanding of how business is organized and how it operates, but who do not wish to specialize in occupational preparation.
4. Students who plan to attend college and to specialize in some aspect of business administration, particularly in accounting.
5. Students who plan to attend college and prepare to become business teachers.

Additional Considerations for Guidance Purposes

To be successful in this sequence, students should:

1. Be alert in grasping ideas.
2. Have initiative, good judgment, discretion, and the ability to work with people.
3. Have good vision.
4. Have a good sense of figures and the ability to analyze them.
5. Be neat in keeping records and write legibly.
6. Be neat and clean in personal appearance.
7. Demonstrate good self-discipline.

Objectives of the Sequence

1. To provide students with the understandings, knowledges, attitudes, and skills that will enable them to enter employment in bookkeeping occupations, or other occupations that require bookkeeping knowledges, and to qualify for advancement in these occupations.
2. To provide a technical background, or a background of understanding, for college-bound students who plan to enter accounting or business administration or to become business teachers.
3. To provide students with an understanding of how business is organized, how it operates, and how it functions in our economy.
4. To provide students with understandings that will serve as an introduction to the field of accounting.
5. To provide students with information about careers in bookkeeping and accounting.
6. To provide students with an understanding of the systematic flow of financial information in a business office and the machines and equipment that facilitate this flow.
7. To provide students with opportunities for making decisions about the operation of a business through the use of data from financial statements.

These objectives take into account the current trends in keeping records and the fact that an increasing number of records will likely be made by the use of electronic equipment.

Some Bookkeeping Job Titles

General Bookkeeper (*DOT 210.388*) does all the work necessary to keep a complete set of books. Usually employees in positions of this kind are "hand" bookkeepers; they may use adding and other simple office machines, but they do not operate bookkeeping machines. Bookkeepers record day-to-day business transactions in journals and ledgers and on other accounting forms. At regular intervals, they prepare summary statements for their employers showing, for example, the amount of money taken in and paid out by the firm, from whom it came and to whom it went, and the amounts customers owe the firm and the amounts the firm owes to others. Often they also do other work in filing, answering the telephone, mailing statements to customers, and taking care of other office work.

Bookkeeping and Accounting Clerks (*DOT 219.488*) in beginning jobs perform routine tasks, such as posting items by hand in accounts payable ledgers and recording other financial transactions. They may use adding machines to total accounts and take trial balances.

Bookkeeping Machine Operators (*DOT 215.388*) in entry jobs often use comparatively simple bookkeeping machines to do similar work. Experienced clerks and machine operators have much more varied assignments and greater responsibility. An accounting clerk in such a position may not only post and balance accounts but do more difficult work, such as preparing summary reports. Experienced machine operators sometimes use very complex equipment adapted to special business needs. In some banks, for example, bookkeeping machine operators add deposits and subtract withdrawals from each depositor's checking account, calculate service charges, and draw up monthly statements for mailing—all on one machine especially designed for bank work.[1]

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[1] *Occupational Outlook Handbook* (Washington: U. S. Department of Labor, 1966-67 edition) p. 288.

Work opportunities for *general* bookkeepers, those qualified to assume responsibilities for a complete double-entry set of books, will probably continue to be good in the near future because of the many small businesses starting annually or expanding. This is particularly true of most areas in Florida.

With the demand for general bookkeepers is a new demand for a related type of worker—the bookkeeping and accounting clerk and the bookkeeping machine operator. New jobs will probably arise each year as a result of general economic growth and the increasing complexity of business operations. With the large proportion of women in this occupation, the rate of turnover is high because many women leave and enter the labor market annually.[2]

Evaluation of the Effectiveness of the Sequence

1. Is there a close and cooperative relationship between the department head, administration, and teachers in making changes, planning new courses, and evaluating the sequence?
2. Are the students carefully selected so that a good standard of work can be accomplished?
3. Are boys as well as girls encouraged to enroll in the bookkeeping sequence?
4. Are students prepared to continue with higher levels of accounting study after completion of the bookkeeping sequence?
5. Are high school graduates actually being hired for bookkeeping jobs after they complete the bookkeeping sequence?
6. Does the bookkeeping room have a modern, businesslike appearance?
7. Are the machines and equipment of late models?
8. Are all machines kept in good working order?
9. Are the National Business Entrance tests (see the Clerical Sequence for a description) or similar tests administered annually and full use made of the results?
10. Do the records of achievement of the students indicate that the students are properly selected?
11. Do the records of employment and success on the job indicate that the content and course offerings of the sequence are appropriate?

The Clerical Sequence

Grade	*Suggested Courses*	*Length*
12	Clerical Office Practice	1 Year
12	Office Machines (if not included in Clerical Office Practice)	1 Year
12	Introduction to Data Processing	1 Semester
12	Data Recording Devices	1 Semester
12	Business English	1 Year
10, 11, or 12	Bookkeeping I or Recordkeeping	1 Year
10 or 11	Typewriting I	1 Year
10 or 11	Business Mathematics	1 Semester or 1 Year
9 or 10	General Business	1 Year

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[2] *Op. Cit.*, pp. 287-289.

Additional Courses to Enrich the Sequence

Business Law, Consumer Economics, Economics, Typewriting II

Who Should Enroll in the Sequence

1. Students who plan to enter employment in the clerical occupations after graduation from high school.
2. Students who wish to obtain some clerical job skills to use for part-time employment in business.
3. Students who possess adequate proficiency in the basic skills of reading, computation, spelling, and grammar to assure success in the courses contained in the clerical sequence and later success on the job.
4. Students with a desire to work and willingness to perform the tasks involved in clerical occupations.

Additional Considerations for Guidance Purposes

When students of low ability (the slow learners) express an interest in this program, or if it seems wise to guide such a student into the program, adaptations must be made to individual student needs and abilities.

Objectives of the Sequence

1. To provide the student with the understandings, knowledges, skills, and attitudes necessary to be successful in obtaining a job in the clerical occupations and advancing to jobs or positions with higher levels of responsibilities.
2. To provide the student with the necessary understandings, knowledges, and attitudes that will permit him to adapt readily to the rapid changes in job requirements and duties in the clerical occupations.
3. To provide students with sufficient job skills of a clerical nature that will permit them to accept employment in business for short periods of time or as part-time workers.
4. To provide students with a knowledge of job opportunities and job requirements, and the advantages and disadvantages of employment in the clerical occupations.
5. To provide students with human relations knowledges, skills, and attitudes necessary to get along with other persons in job situations.
6. To provide students with the opportunities to refine basic skills of oral and written communication and computation.

Employment Outlook

Employment in clerical occupations is expected to rise very rapidly during the 1965-75 decade. As employment rises to meet the needs of an expanding economy, it is anticipated that more than 300,000 new positions in clerical and related occupations will be added each year. And an even greater number of clerical workers will be needed each year to replace those who retire or leave their jobs for other reasons. Employee turnover is especially high among clerical workers because many young women do this kind of work for only a few years and then leave their jobs to remain at home and care for their families.

During the 1965-75 decade, employment opportunities will be particularly numerous for workers who handle paperwork in the offices of private and public organizations—for secretaries and stenographers, typists, and bookkeeping and accounting clerks, for example. These workers will be needed particularly in banks and insurance companies, both of which are expected to continue to expand rapidly; in manufacturing establishments and in wholesale and retail trade; and in government offices, educational institutions, and professional service organizations.

The number of clerical and related jobs is expected to increase mainly because the volume of paperwork will undoubtedly expand as business organizations grow in size and complexity. On the other hand, more and more mechanical equipment will undoubtedly be used to speed the process of keeping business records, particularly in large cities, and in some of these offices, the number of clerical employees may be reduced. For the economy as a whole, however, the new positions created by growth are expected to far outnumber the clerical jobs eliminated by mechanization. Furthermore, many types of clerical workers are in jobs unlikely to be materially affected by mechanization—for example, secretaries, receptionists, people responsible for collecting bills and handling complaints, and others whose duties bring them into contact with the public and require them to exercise initiative and judgment.

Since electronic computers, bookkeeping and calculating machines, and other mechanical devices are used in offices mainly to process routine and repetitive work, their use can be expected to bring about reductions in the number of clerks employed to prepare payrolls, keep track of inventories, bill customers, sort checks in banks, and do other routine work. But, as work of this kind is transferred from clerks to machines, a limited number of new positions for various kinds of machine operators will be created. This shift in type of clerical personnel will probably occur chiefly in large business firms and in the metropolitan areas where such firms tend to be concentrated.[3]

Men generally receive somewhat higher salaries than women in similar jobs. Office workers' salaries tend to be somewhat higher in manufacturing firms than in retail businesses and other non-manufacturing industries. It should be remembered that in Florida small business firms predominate.

The following groups of jobs serve to illustrate initial clerical jobs which are open to the high school graduate. The jobs in each group show the line of promotion.

Cashier I
Cashier II
Cashier III

Dining Room Cashier
Food Service Cashier

Clerk I
Clerk II
Clerk III
Chief Clerk
Administrative Clerk

Copyholder
Junior Proofreader
Senior Proofreader

Tabulating Machine Operator I
Tabulating Machine Operator II
Tabulating Machine Operator III
Assistant Tabulating Machine Supervisor

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[3] *Op. cit.*, p. 280.

Accounting Clerk I
Accounting Clerk II

Typing Clerk I
Typing Clerk II
Typing Clerk III
Chief Clerk
Administrative Clerk

Bookstore Clerk I
Bookstore Clerk II

Inventory Clerk
Inventory Supervisor

Library Clerk I
Library Clerk II
Library Clerk III
Chief Library Clerk

Payroll Clerk I
Payroll Clerk II
Payroll Clerk III
Chief Payroll Clerk

Stores Clerk
Storekeeper
Stores Supervisor

Clerk-Typist I
Clerk-Typist II
Clerk-Typist III
Secretary
Administrative Secretary

Tabulating Machine Supervisor
Assistant Director of Statistical Service Unit

Bookkeeping Machine Operator I
Bookkeeping Machine Operator II
Bookkeeping Machine Operator III

Card Punch Operator I
Card Punch Operator II
Card Punch Operator III

Digital Computer Operator I
Digital Computer Operator II

Duplicating Machine Operator I
Duplicating Machine Operator II
Duplicating Machine Operator III
Duplicating Service Supervisor

Office Appliance Operator I
Office Appliance Operator II

Vari-Typist I
Vari-Typist II

Evaluation of the Effectiveness of the Sequence

An evaluation of this sequence should recognize that it is geared to a wide range of student interest and ability. There can be great challenges to the teacher in preparing a student for the business occupation of his choice. Since this program is such a broad one, involving a variety of jobs which are open to the high school graduate, emphasis should be placed upon gearing the program specifically to the needs of the student.

1. Is the clerical sequence characterized by continuity and articulation of objectives, content, and activities from semester to semester?
2. Are the teaching and supervision of equally high quality in all semesters?
3. Does the clerical sequence prepare workers for the clerical opportunities in the areas where graduates seek employment as shown by employment records of graduates?
4. Is the clerical sequence coordinated with similar programs in area vocational schools and colleges?

5. In this program is there sufficient emphasis on good work habits, regularity in attendance, punctuality, persistence in finishing each task?
6. Are interesting and motivating procedures used in helping students learn in this sequence and are these procedures of such a nature that they help the student to see application of the tasks in school to on-the-job activities?
7. Is the student sufficiently encouraged to take active part in school organizations and extra class activities?
8. Is the operation of the equipment sufficiently complicated to justify in-school instruction?
9. Can the expense of the equipment used in the clerical sequence be justified for in-school instruction?
10. Should the content of data processing include instruction on electronic data processing equipment or should it be limited to an introduction to the principles of data processing?
11. Should students in this sequence who wish instruction involving equipment that is unavailable in the local school be sent (at local school expense) to other schools where such instruction is available?
12. Are the NBE or similar tests administered annually and full use made of the results? Comprehensive tests are available in typewriting and filing. The scores of the local student may be compared with national norms.
13. Does a record of student achievement and success on the job reflect effective procedures in the selection of students for the clerical sequence?
14. Does a record of student achievement and success on the job indicate appropriate course offerings and content in the sequence?

The Manager and/or Owner Sequence

Grade	*Suggested Courses*	*Length*
12	Business Organization and Management	1 Semester or 1 Year
12	Economics	1 Semester or 1 Year
11 or 12	Salesmanship or Merchandising	1 Semester or 1 Year
12	Introduction to Data Processing	1 Semester
11	Office Machines or Clerical Office Practice	1 Semester or 1 Year
11	Bookkeeping I	1 Year
10 or 11	Typewriting I	1 Year
10	Business Mathematics*	1 Semester or 1 Year

Additional Courses to Enrich the Sequence

Business Law, Bookkeeping II, Business English, Advertising

Who Should Enroll in the Sequence

1. Students who are average or above average in ability as evidenced by school grades.

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* The talented or above average student should elect an advanced mathematics course if arithmetic skills are superior.

Suggested College Preparatory Sequences for Prospective Majors in:

Business Administration, Secretarial Administration, and Business Teacher Education
(Complete Course)

	Business Administration Goal	*Secretarial Administration Goal*	*Business Teacher Education Goal*
9th Grade	English I Algebra I Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)	English I Algebra I or General Math Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)	English I Algebra I Science or Civics GENERAL BUSINESS* Physical Education Home Economics (Girls)
10th Grade	English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science BUSINESS LAW** Physical Education	English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science TYPEWRITING I Physical Education	English II BUSINESS MATH, Algebra II, Plane Geometry (choose one) Biology or other science BUSINESS LAW** or TYPEWRITING I Physical Education
11th Grade	English III American History Foreign Language BOOKKEEPING I Chemistry or other science	English III American History Foreign Language BOOKKEEPING I SHORTHAND I	English III American History Foreign Language BOOKKEEPING I SHORTHAND I, TYPEWRITING I, OR TYPEWRITING II
12th Grade	English IV or BUSINESS ENGLISH Foreign Language Economics PERSONAL TYPEWRITING AND PERSONAL SHORTHAND INTRODUCTION TO DATA PROCESSING	BUSINESS ENGLISH Foreign Language SHORTHAND II SECRETARIAL OFFICE PRACTICE Elective	English IV or BUSINESS ENGLISH Foreign Language ECONOMICS TYPEWRITING I, TYPEWRITING II, or BUSINESS LAW SHORTHAND I or SHORTHAND II

Enrichment Courses: BOOKKEEPING II, INTRODUCTION TO DATA PROCESSING, BUSINESS LAW, OFFICE MACHINES, ECONOMICS.

* Could be taken in 10th Grade

** Could be taken in 11th or 12th Grade

2. Students who plan to become managers and/or owners of a business after graduation from high school.
3. Students who plan to be employed in business (in non-managerial positions) after graduation from high school and who possess aptitudes and abilities to enable them to become successful managers of business enterprises.
4. Students who plan to enter a business administration or business management curriculum in a college or university.

Additional Considerations for Guidance Purposes

Candidates for this sequence should have leadership qualities, integrity, and the ability to communicate properly. Initiative, imagination, ingenuity, and a liking for people are desirable characteristics. Aspirants to managerial positions must be ambitious, energetic, interested, enthusiastic, and be willing to work hard and to accept responsibility.

Objectives of the Sequence

1. To develop the understandings, knowledges, skills, and attitudes necessary to enable an individual to be successful in owning and operating a small business.
2. To develop the necessary background of subject matter that will enable an individual to advance from initial positions in business to management levels.
3. To develop the necessary background of subject matter to enable a person to enter a college or university with reasonable assurance that he can succeed in his advanced studies.
4. To develop appropriate knowledges and skills in human relations.

Occupational Opportunities

The scope of beginning jobs with a potential of advancement to managerial positions is unlimited.

High school graduates who have had on-the-job experience may fill some positions of limited managerial responsibility; however, the positions with the highest potential for rapid advancement usually demand more education and training. In-service training programs and post secondary-school courses supplementing the high school program can serve to accelerate the candidate's progress toward a management or ownership position. A college degree is necessary in some areas for initial employment, and after satisfactory work experience the employee may then be in line for a managerial position. Assistant managerships in chain or syndicated enterprises provide opportunities for on-the-job promotions to managerships in large stores or service stations.

The Occupational Outlook Handbook, 1966-67 edition, pp 22-23 (revised every two years), reports about 6.5 million men and 1.1 million women, not counting farm owners or farm managers, were managers, officials, or proprietors in 1965. Of these nearly 7.5 million people, managers and officials in salaried positions accounted for almost 60 per cent. The largest group of proprietors—about half of the total number—are owners of stores, restaurants, gasoline service stations, or other kinds of retail establishments. In addition, large numbers manage their own factories or construction businesses. Even though the proprietor-managerial group as a whole is not showing the same growth as some other white-collar occupations, *its numbers are expected to increase as fast as the total labor force,* and to reach almost 9.5 million by 1975.

A high school sequence of courses would tend to explore and instruct in basic areas of business management. Additional preparation would be needed to develop competencies in many of the specialized types or related areas of management. Following are some of the types of managers found in most major industries and businesses:

Types of industrial managers:

Traffic, plant, sales, advertising, display, public relations, industrial relations, purchasing (agent), credit, personnel, production, and research and testing.

Other specialized types of managers:

Bank, branch store, restaurant or cafeteria, hotel or motel, credit, farm, dairy, office, retail store manager and many others.

Evaluation of the Effectivenss of the Sequence

1. What evidence is available to show that the background of the students and their individual differences are considered on all instructional levels of this sequence to better meet their needs as candidates for manager-owner competency?
2. Do school records indicate that the majority of the students in the sequence are successfully completing the necessary courses?
3. Do results from follow-up studies indicate the program is preparing students to handle competently management responsibilities as indicated by their performance on the job?
4. Do enrollment figures in the courses and sequence indicate that the guidance, counseling and recruitment practices are effective in enrolling students with appropriate abilities, interests, and potential for success?
5. Does a cooperative working relationship exist between the business department staff and managerial representatives of the business community?
    a. Does the business department confer with the representatives of business firms regarding the relationship between the in-service training programs in business (during employment) and the breadth, depth, and achievement levels of the school training program?
    b. Do the representatives of both individual business firms and the business community cooperate with the business department by making employment and managerial personnel available to serve on advisory committees, to serve as visiting lecturers, to direct groups of students on tours through plants and offices and to provide profitable experiences for students pursuing the work-experience program?

The Secretarial Sequence

Grade	*Suggested Courses*	*Length*
12	Business English	1 Year
12	Secretarial Office Practice	1 Year
12	Shorthand II	1 Year
11	Bookkeeping I	1 Year
11	Shorthand I	1 Year
10 or 11	Typewriting I	1 Year
9 or 10	General Business	1 Year

Additional Courses to Enrich the Sequence

Office Machines, Typewriting II, Economics, Consumer Economics, Business Law, Business Organization and Management, Bookkeeping II, Business Mathematics, Introduction to Data Processing (Grade 12, 1 semester), Data Recording Devices (Grade 12, 1 semester).

Who Should Enroll in the Sequence

1. Students who aspire to be secretaries or stenographers immediately upon graduation.
2. Students who are college bound and plan to major in business in a secretarial training program.
3. Students who are college bound and plan to major in business teacher education.
4. Students who are college bound and plan to work in order to defray college expenses.
5. Students whose grades and aptitudes indicate success in the sequence.

Additional Considerations for Guidance Purposes

To be successful in this sequence, students should:

1. Exhibit personal characteristics of initiative, alertness, discretion, perseverance, and the ability to get along with people.
2. Have a strong interest and a sincere desire to become secretaries.

Objectives of the Secretarial Sequence

A. General Objectives:

1. To qualify graduates for secretarial or stenographic jobs and for advancement on those jobs.
2. To provide a business-oriented background and occupational skills for the college-bound student who plans to enter business as a professional secretary or to become a teacher.
3. To provide occupational skills for the college-bound student who wants to work part-time to defray expenses.
4. To contribute to the general education of the high school student so that he will have a better understanding of business.

B. Specific Objectives:

1. To introduce the student to the specific duties and responsibilities of a secretary (office management, decision making, etc.) and prepare the student to perform these duties and responsibilities at the highest level of proficiency.
2. To prepare the student to perform the stenographic duties in office occupations (proficiency in shorthand, transcription, and the use of transcribing machines).
3. To prepare the student to perform the clerical, non-shorthand duties in office occupations.
4. To prepare the student with related knowledges and skills necessary to perform the duties in secretarial and stenographic occupations and to advance in these occupations.
5. To create an awareness in the student of job opportunities and the advantages and disadvantages of employment in stenographic and secretarial occupations.
6. To develop good work habits and work attitudes that will make the individual a more efficient person.

7. To meet individual needs and provide opportunities in the sequence for the vocational development of each student.
8. To develop knowledge and skills in human relations to enable students to get along well with other people.

Occupational Opportunities

The Occupational Outlook Handbook reports that in 1965, almost two million persons were employed in occupations which required stenographic skills. More than 95 per cent of these workers—usually designated as stenographers or secretaries—were women.[4] Many thousands of openings for stenographers and secretaries occur each year. Some are jobs created by business expansion; others are job vacancies created because of the large number of young women in these occupations who stop working after a few years to become homemakers. *The demand for workers with stenographic skills has been greater than the supply for more than a decade, and this shortage is exepected to continue for some years to come.*

Over the long run, employment in stenographic and secretarial work is expected to continue its rapid growth. The development of new types of office equipment, new systems, and new processes will undoubtedly continue, but such technological changes *are not expected* to affect significantly the growth of employment in these occupations. Turnover undoubtedly will remain high, particularly in the case of the general stenographer, and will give rise to a substantial number of additional openings for workers with stenographic skills.

Although specific duties and job titles differ considerably, depending upon the nature of the employer's business, practically all stenographers or secretaries record dictation and transcribe it on the typewriter.

Stenographers (DOT 202.388) take dictation from one or more persons and then transcribe their notes on the typewriter. Most stenographers record their shorthand; a few use machines which print symbols as different keys are pressed. Depending upon the duties, experience, and the amount of supervision they receive, they may be classified as "junior" or "senior" stenographers.

Secretaries (DOT 201.368), in addition to doing stenographic work, relieve their employers of numerous routine duties and often handle a variety of business details on their own initiative. Sometimes they also supervise other clerical personnel. Secretarial responsibilities vary, depending on the type of job. Some secretaries, like stenographers, specialize in *legal, medical, or other technical work.*

Court Reporters (DOT 202.388) are stenographers who make verbatim reports of proceedings in a court of law, sometimes in a difficult technical language, from many speakers, and for several hours at a time. These workers must be able to take notes very rapidly with a high degree of efficiency and accuracy and transcribe them for use in a very short period of time.

Evaluation of the Effectiveness of the Sequence

1. Does the secretarial sequence prepare workers for occupational opportunities in the areas where graduates seek employment as shown by employment records of the students?

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[4] *Op. Cit.*, p. 281.

2. Does the secretarial sequence reflect consideration of and coordination with area vocational schools and colleges?
3. Does selection of students reflect analyses of aptitudes, abilities, and interests?
4. Does a record of student achievement and success on the job indicate effective procedures in selection of students?
5. Does a record of student achievement and success on the job indicate appropriate course offerings and course content?

CHAPTER 3

Business Education Courses

THE BUSINESS EDUCATION COURSES that are recommended in various sequences in Chapter II are described in considerable detail in this chapter.

Advertising

Advertising is a course designed to teach the use of advertising as a means of getting goods into the hands of the consumer. It has become a major selling technique and it reaches and influences the lives of everyone. With the growing importance of advertising in business has come also an increasing realization of the importance of acquiring a better understanding of this selling technique as a part of the preparation for business occupations.

Prerequisites

The student should have had a course in salesmanship, and should also indicate an interest in advertising and advertising techniques.

Grade Placement: 11 or 12

Length of Course: One semester

Objectives

1. To develop an understanding of the history and growth of advertising.
2. To develop an understanding of the prominent role of advertising in our economy.
3. To develop the techniques of preparing advertising copy.
4. To develop an understanding of the criteria used in the selection of advertising media.
5. To develop a critical, questioning attitude toward advertising and develop the ability to distinguish between sensible and sensational advertising.
6. To develop a knowledge of advertising methods and practices to help students learn to make wise purchases.

Suggestions for the Teacher

1. Examine a collection of advertisements and rate them.
2. List items that students buy which have little or no advertising and some which are widely advertised.
3. List some products in students' homes which advertising influenced parents or students to purchase.
4. Prepare merchandising charts and bring them to class for analysis and discussion. Charts should contain the following information for each article or merchandise: name, material from which it is made, how it is made, uses, durability, selling points, care and instructions, descriptive words. Students should write an ad for each article.
5. Make a list of trade terms and describe what is meant by each term.
6. Measure the amount of local newspaper and school paper space that is given to advertising.
7. Sketch an attractive layout and write copy for some local product.
8. Plan panel discussions and buzz sessions for identifying advertising problems and what is being done at present by various agencies to improve advertising.
9. Test products to determine whether they "live up" to claims.
10. Develop, and assist in conducting, an advertising campaign for some school activity.
11. Conduct a survey on the influence that advertising has on student purchases.
12. Develop a code of ethics for advertisers.
13. Develop a set of guiding principles for judging the worth of advertising.
14. Use audio-visual materials to enrich the learning activities.
15. Make a collection of the various types of headlines, illustrations, texts, trademarks and brand names used in advertisements.
16. Arrange trips to advertising departments of large businesses.

Evaluation Suggestions

Achievement may be measured on the basis of the individual's contribution to class discussions, oral and written reports, projects, and tests.

Recommended Equipment for the Course

1. Art supplies
2. Bulletin boards
3. Typewriters
4. Table desks
5. Newspapers
6. Magazines
7. Television
8. Radio

Reference Materials for the Teacher

It is suggested that the teacher contact the publishers of business textbooks in order to secure teaching aids and reference materials.

Bookkeeping I

The first-year bookkeeping course is designed to provide the skills and knowledges necessary for employment in bookkeeping occupations and other business occupations which may utilize a systems approach. This course also makes a strong contribution to the understanding of the organization and operation of our private enterprise economy. It may serve as an introduction to the field of accounting and/or data processing because it provides background information for students who are interested in accounting and data processing as a career. Students who plan to take these courses in college should be urged to enroll in high school bookkeeping.

Bookkeeping is the procedure that is used by businesses and governments for maintaining records of financial transactions. A study of bookkeeping involves an understanding of the basic principles of double-entry bookkeeping as these principles apply to the records of businesses, governments, and individuals.

Prerequisites

Because the study of bookkeeping requires the ability to see into processes and to see relationships, *enrollment in the course should be limited to those students who are average or above average in ability* as evidenced by scores on scholastic aptitude tests and by school marks. Since bookkeeping subject matter is sequential in its development, *students with poor school attendance records should not be enrolled in the course.*

Grade Placement: 11 or 12

Length of Course: Two semesters

Objectives

1. To develop an understanding of the fundamental principles and procedures in double-entry bookkeeping as applied to the financial records of business and government.
2. To develop a knowledge of the various forms that are used for recording the activities carried on in business and to provide practice in making entries in these forms.
3. To develop understanding and knowledge of the common terms used in bookkeeping and accounting.
4. To develop an understanding of the meaning of financial data found on the business statements and develop insights into ways these data affect business decisions.
5. To review the skills in applied arithmetic and in handwriting.

6. To develop desirable business attitudes, work habits, and ideals necessary for success in business occupations; such as regular attendance, neatness, wise use of time, ability to meet obligations promptly, follow instructions, accept responsibility, and get along with others.
7. To develop understandings and attitudes related to the organization and operation of the private-enterprise economic system.
8. To provide experiences to determine the students' interest in and attitude for bookkeeping and accounting as a career.
9. To provide a good subject matter foundation for students who wish to continue more advanced study in accounting and data processing.
10. To develop understandings and skills related to the use of machines in recording financial transactions and the use of machines in the electronic processing of financial data.
11. To help students acquire concepts of the importance of accuracy and honesty in the keeping of records.
12. To develop an understanding of the systematic flow of financial information in a business office.

Suggestions for the Teacher

1. Suggestions for Meeting Student Reading Differences
   a. The many new terms and additional meanings for formerly learned vocabulary make it necessary to relate all new vocabulary learnings to the student's previous experiences rather than depend on rote memorization. Student personal data sheets, completed early in the course, will provide the teacher with necessary information to correlate vocabulary with past experiences.
   b. The teacher should be consistent in the use of terminology, but, before the end of the course, explanation of such interchangeable terms as "accounting period" and "fiscal period" should be brought to the attention of the students.
   c. Special emphasis during the early stages in the bookkeeping course should be devoted to the explanation and demonstration of how to read the text for the most meaning and how to gain the most benefit from the chapter illustrations.
2. Suggestions for Handling Student Differences in Arithmetic
   a. During the first weeks of school, it is important for the teacher to test the students in specific fundamentals—addition, subtraction, multiplication, division, decimals, percentage, interest, and problem solving. With the results of these tests the teacher can provide meaningful review and remedial instruction.
   b. Review and remedial instruction should be a planned part of the bookkeeping course. Time may be spent during the last few minutes of a class period or an entire class period may be used.

A planned program of review might consist of reviewing addition of two number combinations whose sums exceed 10; drills on combinations leading to higher-decade addition; developing attention span, as adding columns of three numbers, then four numbers up to ten numbers; drill on unequal addends, having the student practice adding horizontally and vertically as on a payroll sheet.

c. It is important to insist that numbers be written neatly with uniform spacing and alignment of decimal points. It is helpful for the students to see neatly written numbers and words on the chalkboard.

d. For better understanding of bookkeeping and arithmetic, the material for each topic should be presented separately. Usually the bookkeeping topic is presented before the arithmetic procedures.

e. It is important to be as realistic as possible when presenting bookkeeping transactions. If the transaction involves receipt of a check, present the student with a check. Do the same for transactions involving other business forms. When presenting new bookkeeping principles or when testing, round numbers (without ciphers) should be used to prevent arithmetic difficulties from hindering understanding of principles.

f. The booking teacher should help students learn how to locate errors in their work. Reversed figures, or transposition, is a common error and should be explained to the students. If the error amount is 1¢, 10¢, $1, $10, or $100 or some other round number, an error in addition or subtraction may have occurred. If the error amount is divisible by 9, the error could be the result of one of three causes:

1. Two errors in addition or subtraction operating against each other. When this occurs, the error amount will be 9, 90, 900, 999, 909.
2. The sliding of all digits one column to the right or the left —$2,706.50 written as $27,065.00 or $270.65.
3. Transposition of figures—$64 written as $46; or $38.47 written as $83.47 or $38.74.

If the error amount is divisible by 99, a double slide might have been the cause, that is, a shift of two columns to the right or left—$36.00 written as $3,600.00 or as $.36.[1]

g. When adding long columns of figures, permit students to use adding machines. However, be sure to teach the student how to use the machines effectively and correctly. A teacher might require machine tapes to be turned in as proof of addition.

3. Suggestions for Improving Student Handwriting

a. By obtaining a sample of the student's best handwriting, the teacher may see any peculiarities in the student's handwriting and have a sample for future reference. It is important to develop the student's best handwriting for success in bookkeeping. In some cases it might be advisable for the student to print rather than write.

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[1] Vernon A. Musselman and J. Marshall Hanna, *Teaching Bookkeeping and Accounting*, (Hightstown: McGraw-Hill, 1960).

7. Weight the learning activities in relation to the degree of time spent on the activities in class.

As much as possible and practical, the teacher should evaluate each learning activity to determine if the objectives are being achieved. Specific items that a teacher might consider in measuring student progress and in determining whether students are developing the required competencies include:

______Does the student read fluently for meaning or is he a word-caller?

______Does he drypen or scribble-write lightly and conscientiously when rapid dictation is given and when reading shorthand?

______Are the straight lines straight? Are the hooks narrow and deep? Are the large circles contrasted with the small?

______Can he take dictation at rates of 60 to 110 words a minute on practiced material for 1, 2, 3, or 5 minutes?

______Can he take dictation at rates of 60 to 90 words a minute on new material for periods of 3 minutes?

______How fast does he transcribe from the text; from his own notes?

______Does he know and is he able to write readily the brief forms, and special forms?

______Can he write with an acceptable degree of accuracy and transcribe a list of 100 words chosen to represent theory principles?

At the end of each grading period, at least during the first semester, the teacher may use the curve of normal distribution when assigning grades to transcription work. *Typewriters should be available for transcription during the first year.* The materials transcribed at first may be in the form of sentences, paragraphs, or short letters. No detailed list of standards is given here, but a good plan is for the teacher to set up reasonable, tentative goals in the first year, and study his records for several years. After some classroom research and experience, perhaps he can raise the goals by more effective teaching. Local sets of standards may be set up by department chairmen in large schools, or by county committees.

Suggested Equipment and Facilities for the Course

1. *The Shorthand Laboratory.* Installations of dictation equipment in the shorthand classroom range from a single tape recorder to elaborate multiple listening units. The simplest type of equipment consists of a tape recorder or record player for which the teacher may prepare his own tapes or may purchase commercially prepared dictation materials.

Shorthand classes tend to divide themselves into about three levels of speed achievement. Without the use of such facilities as a shorthand laboratory, the teacher cannot teach effectively more than one-third of the class at a time; consequently, two-thirds of the class is not being reached some time during the class period.

Small schools have found that it is possible to utilize dictation equipment through the use of jacks and earphones. A single tape recorder may be used with attachments allowing one to six students with earphones to listen to dictation given at one speed while the teacher is dictating to the rest of the class at another speed. As more money becomes available, additional tape recorders, record players, or other sources of dictation may be purchased. Each recorder added to the installation increases the number of dictation speeds available simultaneously to the students. If a room is equipped with four tape recorders with outlet boxes serving six students each, placed at various areas around the room, students will be able to choose their practice from any one of four different dictation speeds. For example, the tapes on Channel A might be dictated at the rate of 60 to 80 words a minute; on Channel B, from 70 to 90; on Channel C, from 80 to 100, and on Channel D, from 90 to 110. This arrangement is the type that is recommended for schools which cannot afford permanently installed listening units.

Other schools have found it possible to install permanent shorthand dictation laboratories. Such rooms are equipped with a battery of dictating machines, record players, teacher's voice channel, and/or tape recorders. Each student selects the dictation speed best suited for his ability by "tuning in" on the appropriate channel. The dictating machines used for this practice may serve a dual purpose and be used for machine transcription in the office practice or typewriting classes.

2. *Recommended Uses of the Shorthand Dictation Laboratory.*
   a. The equipment should never serve as a substitute for the teacher but rather as a means of improving the classroom instruction. In shorthand classes, audio equipment loses part of its effectiveness if it is used excessively. Part of every period should be devoted to teacher's dictation, drill, and theory review.

   b. Material to be used should be carefully selected to meet the learning goals of the particular day. Daily homework assignments, correlated with the textbooks, may be secured on commercial tapes. Shorthand dictation records may be purchased from a number of companies.

   c. If a teacher prepares his own tapes or belts, a spiral pattern of speed development is recommended; such as the 1-minute or stair-step speed building plans.

   d. There are many variations that can be applied in using listening stations—
      (1) The day's lesson may be dictated at 60, 70, 90, 100 words a minute with each rate being on a separate tape and the the student switches from one channel to another as he is able to write at each rate.
      (2) Students can be asked to listen to the dictation material as they read from shorthand plates forcing them to develop more rapid reading rates.
      (3) Transcription drills primarily planned for speed and accuracy development, building mailable copy ability, and applying number, punctuation, symbol, capitalization, and possessive rules can be dictated.

   e. The teacher will be busy while students are using the multiple listening stations:
      (1) Moving from station to station to monitor the students' work and giving help as needed.

(2) Giving direction to the students regarding which channels will be most helpful for them to use.

(3) Giving special help to students who have been absent or need individual attention.

(4) Giving dictation to a particular group.

f. Preview sheets are helpful when students are taking dictation via the listening station. These preview sheets are prepared by selecting representative words from the dictation, writing the shorthand outlines on a master carbon, running off sufficient copies for class use, and laminating each separate sheet, which permits it to be used for a long period of time. The directions for using the preview sheets should be included in the material dictated on the tape or belt.

g. A technique for helping students learn to write outlines correctly is to have a "magic slate" on the desk where the student is taking dictation from a tape. As the student needs help with special outlines, he raises his hand and the teacher walks to the desk and writes the correct outline on the "magic slate."

h. A supply of dictation records can be placed in the library and students are encouraged to check them out, just as they check out books, to provide opportunities for practice at home.

3. *Other Equipment and Facilities*
   - a. Typewriters (one for each student)
   - b. Stopwatch
   - c. Adjustable chairs
   - d. Caution should be taken to purchase student desks that will be large enough for the typewriter and for ample space for good dictation speed building procedures.
4. See the chapter of this *Guide* entitled, "Facilities, Physical Layout, and Equipment" for further details of the shorthand practice laboratory.

Instructional Materials and Audio-Visual Materials

1. English and shorthand dictionaries
2. Records and tapes for dictation speed building, transcription drills, office-style dictation
3. Dictation speed building books
4. Transcription development books
5. Overhead projector transparencies, or acetate roll film
6. Skillbuilder and shorthand filmstrips
7. *Business Teacher*
8. *Today's Secretary*

Reference Materials for the Teacher

Douglas, Blanford, and Anderson. *Teaching the Business Subjects*, Second edition, (Englewood Cliffs: Prentice-Hall, Inc., 1965).

Robert L. Grubbs, "Rx for Effective Shorthand Teaching," *Business Education World*, Reprint (New York: McGraw-Hill, 1960).

Marion Lamb, *Your First Year of Teaching Shorthand and Transcription,* Second edition, (Cincinnati: South-Western, 1961).

Louis A. Leslie, *Methods of Teaching Gregg Shorthand,* (New York: McGraw-Hill, 1953).

Secretarial Education with a Future, The American Business Education Yearbook, Volume 19, 1962.

Shorthand II

Advancing the Skills. The third and fourth semesters will bring the diligent student in the junior or senior year closer to a degree of vocational skill in taking dictation and transcribing it in mailable form. Only when the shorthand skills have become highly automatized and the transcription is produced with mailable accuracy is the shorthand *tool* of most value. Trying for 100 words a minute and beyond will be a main objective, but it must be integrated with typewriting and English skills to meet production standards. Extension of the student's shorthand vocabulary will be needed, together with increased understanding of business, economic, and, if necessary, specialized terminology.

Objectives

The second-year shorthand student will:

1. Build high level dictation-transcription skills on short takes and sustained skill on longer takes.
2. Develop the ability to produce mailable copies at an acceptable rate for vocational use.
3. Increase his ability to perform automatically the basic techniques of transcription—correct and simultaneous use of shorthand, typewriting, and grammar.
4. Develop and improve desirable character traits required of a successful stenographer.
5. Review the basic skills of typewriting, shorthand, and English.
6. Develop the ability to solve various problems of transcription.
7. Develop ability to take office-style dictation.
8. Become informed on employment standards and job opportunities.
9. Develop an understanding and appreciation of the duties performed and responsibilities accepted in the position of stenographer and the interrelationship which exists between the application of shorthand and transcription skill and the fulfillment of the complete job as secretary.

Suggestions for the Teacher

1. Many of the suggestions for the teacher listed under Shorthand I will apply to the teaching of Shorthand II.

2. The teacher will want to make full use of the texts and teacher's manuals for procedures and activities suited to the advanced course work.
3. The use of occasional office-style dictation and frequent use of dictation tapes will enable the student to gain needed skill and confidence and take care of individual difficulties.
4. See the discussion of shorthand dictation equipment described for Shorthand I and in the chapter entitled "Facilities, Physical Layout, and Equipment."
5. The importance of developing neatness, accuracy, industriousness, and cooperation—habits and attitudes needed for success on the job—should be stressed. A level of vocational proficiency in shorthand is necessary but cannot be separated from the whole personality required on the job.

Evaluation Suggestions

Progress toward the general objective of producing a usable transcript should be measured from time to time, as early as possible and as often as feasible, in the sequence of shorthand and transcription courses. Daily lesson materials should be of the same kind as materials used in evaluation. As in Shorthand I, it is necessary to set standards for all aspects of the second year of work:

Homework
Theory principles
Dictation speed
Transcription rates
Mailable letters, memorandums, and short articles

Specific items that a teacher might consider in measuring student progress and in determining whether students are developing the required competencies include:

______Does the student have the ability to take verbatim and office-like dictation, with an understanding of business terms and ability to transcribe accurately on the typewriter at 25 to 50 words a minute, and with knowledge of how to set up the transcript in usable form?

______Does the student have the ability to take verbatim dictation for 3 or 5 minutes—

______at 80 words a minute?
______at 100 words a minute?
______at 120 words a minute?
______at 130 words a minute?

______Does the student have a good memory for recalling the details of dictation matter? Does he understand the content of business dictation, thinking over its reasonableness?

Toward the end of the final course in Shorthand II (either third or fourth semester) the goal of the learner should be the achievement of production standards which the teacher has set up after considerable research. Suggestions for grading mailable letters may be obtained from educational publications in the field and particularly from the correction manual for the National Business Entrance Clerical Abilities Tests in Shorthand. The teacher will soon discover that these correction rules are detailed, difficult to administer, and require many subjective judgments. It will help somewhat if the teacher familiarizes the students with these correction rules. Even though difficult and time-consuming, this type of procedure appears to be a good way in which to judge the student's work in terms of the vocational goal.

Recommended Equipment for the Course

The equipment and shorthand laboratory information listed under Shorthand I will also apply to Shorthand II.

Instructional Materials and Audio-Visual Materials

1. The materials listed under Shorthand I will also apply to Shorthand II.
2. Office-style dictation materials published by business supply manufacturers and machine companies.
3. Current articles, especially those in the area of economics, to use for dictation purposes, for the development of thought and vocabulary.
4. Irol W. Balsley and Jerry W. Robinson, *Integrated Secretarial Studies*, Jubilee edition, (Cincinnati: South-Western, 1964).

Reference Materials for the Teacher

1. The references listed under Shorthand I will also apply to Shorthand II.
2. The references listed under Clerical Office Practice and Secretarial Office Practice will apply to Shorthand II.

Shorthand (Machine)

This course is designed to prepare students to become touch shorthand writers through the use of machines. Though machine shorthand is easily adaptable to most office situations demanding shorthand skill, it lends itself best to high-speed court reporting and conference reporting (prolonged dictation at high rates of speed). Studies have shown that higher speeds and greater accuracy can be attained with less fatigue through the use of machine shorthand than with manual shorthand. Machine shorthand may allow those who have good potential in secretarial skills, but not in manual shorthand, to become high-speed stenographers.

Prerequisites, grade placement, and length of course are the same as shown under the courses titled Shorthand I and Shorthand II.

Suggestions for the Teacher

1. Have a court reporter speak and demonstrate to the class early in the course.

2. Arrange a field trip at the end of the first semester to a session in court or the legislature to see a court reporter in action on the job.
3. Have the class visit a lecture where notes are being taken by means of touch shorthand.
4. Encourage students to focus eyes somewhere other than on dictator while he is dictating.

Evaluation Suggestions

Refer to this section under the courses titled Shorthand I and Shorthand II.

Recommended Equipment

1. A touch shorthand machine for each student.
2. Other equipment such as dictation equipment, typewriters, and the like, will be the same as those listed under Shorthand I and II.

Instructional Materials and Audio-Visual Materials

1. A large keyboard wall chart.
2. Other materials will be the same as those listed under the courses titled Shorthand I and Shorthand II.

References for the Teacher

A Guide to Machine Shorthand for Curriculum Planners, Skokie: Stenographic Machines, Inc., 1963.

Hetrick A. Foss, "A Comparison of Machine and Manual Shorthand," *Balance Sheet,* May 1964, pages 340-343, 381.

Handbook for Machine Shorthand. Skokie: Stenographic Machines, Inc., 1962.

In Touch With a Promising Future. Skokie: Stenographic Machines, Inc. 1965.

Lesson Guide for Teacher Training. Skokie: Stenographic Machines, Inc., 1960.

Manual for Stenographic Teachers. Skokie: Stenographic Machines, Inc., 1957-1962.

Phonetics for Machine Shorthand. Skokie: Stenographic Machines, Inc., 1958.

"Shorthand," *The World Book Encyclopedia.* 1960 edition, Vol. 16, page 357.

"Special Report: Stenograph at Westmont Hilltop High School," *Business Education World,* December, 1962, pages 2-3.

Stenography in Transition. Skokie: Stenographic Machines, Inc. 1961.

Touch Shorthand in Business Education. Skokie: Stenographic Machines, Inc., 1965.

Touch Shorthand Letter. Skokie: Stenographic Machines, Inc., 1965.

Training Secretaries for the Executive Level. Skokie: Stenographic Machines, Inc.,

Dorothy M. Woodard. "Machine Shorthand and our Changing Times," *Balance Sheet,* April 1964, pages 347 and 351.

Shorthand, Personal (Notemaking)

Mainly for college-bound students and preferably offered on the senior level with emphasis on taking notes, this one-semester course prepares students to convert ideas expressed by others into capsule statements and gives students a *tool* for setting down original writing or communication. Capturing the main points of the original meaning, rather than verbatim notes, is the aim of this tool for better personal effectiveness.

There are several possibilities of choice in the medium to be used, such as Gregg Notehand, Stenoscript ABC Shorthand, Briefhand, and the like. These systems of abbreviated writing, combined with longhand, seek to achieve as high a degree of rapid writing as is needed to be of personal use. Usually this course is definitely not to be considered vocational in nature because at no time is the student given speed dictation for verbatim recording purposes. It is possible with the medium of Stenoscript, for example, to use the skill vocationally to retrain or train for upward mobility depending on the career objective. The use of the skill vocationally will likewise be tempered by the employment situation and the degree and frequency of high intensity dictation.

Objectives

The general objective of notemaking (here called Personal Shorthand) is to develop in the student the ability to understand and organize ideas he hears, reads, or creates himself, and to record in outline, note, or narrative form the substance of these ideas via a system of writing faster than longhand. Specific objectives are:

1. To get the student to perceive and become skillful in the *organization* of meaningful materials—ideas heard, read, or created, arranging them in outline or narrative form, with the topics and sub-topics in proper relation, and simultaneously to record the substance of these ideas in a given shorthand system.
2. To have the student become skillful in the use of a selected shorthand system; (a) being able to read it with ease and understanding; and (b) being able to write it fluently and accurately.
3. To have the student acquire the ability to use his shorthand notemaking for immediate reference and as a source of study at later times without the necessity of transcribing into typewritten form.
4. To integrate the skills necessary for (a) transcription of notes into report, resume, or outline form, and (b) the preparation of a term or research paper.

Suggestions for the Teacher

Suggestions about learning activities for notemaking:

1. Practice in learning the abbreviated shorthand system of writing *per se* with complete automatization of the common words, phrases, and brief forms. (Highly repetitive chalkboard drills dictated by the teacher and writing drills by the students will develop this automatization.)
2. Speeches given by people from the community, teachers from various departments of the school, and the like. (It is recommended that these speeches be taped to enable the department to build up a library for future use.)
3. Exercises for aiding the student to outline, similar to those given in textbooks of English composition or logic—
    - a. Class discussion of how to outline, followed by assignments to outline certain famous speeches, reports, arguments, or newspaper and magazine articles obtainable in printed form.
    - b. Students required to select main and subordinate ideas from the above materials. (Samples of outlining and the developing of the outline may be illustrated on the overhead projector.)
    - c. Class discussion of how to improve one's listening skills and habits, followed by assignment of exercises which are outlined, briefly at first, and in more detailed form later.
4. Textbook material of short articles, with well-organized, interesting ideas, to be used in learning the shorthand system. (In both the reading and the writing, there is a considerable amount of repetition of words and phrases to be mastered, but the emphasis should be on reproducing the outlines quickly, fluently, and in readable proportion.)
5. Practice in outlining and taking notes from speeches, panel and class discussions, tapes and lectures. (Emphasis should be placed on using a combination of shorthand, longhand, and abbreviated longhand.)
6. Practice in indicating how notes are to be used for study and the cycle of study for review that is necessary for learning.
7. Preparation of a research paper with the complete process of preparing the outline, preparing bibliography cards and note cards, writing the term paper in rough-draft form, revising with proofreader's marks, final typing of the term or research paper in accordance with manuscript rules.

Evaluation Suggestions

The evaluation of the four specific objectives listed follows the usual plan of testing, reteaching for remedial purposes, and retesting. Measurement is probably most effective when tests are short and rather frequent. Following are some suggested measurement areas:

1. Automatization of common words, brief forms, and phrases.
2. Reading ability from textbook plates.
3. Notemaking ability: listening, selecting, recording, organizing.
4. Ability to summarize and apply correct study habits to the use of notes.
5. Integration of the skills employed in the development of a research paper.

A survey of a course in Notehand made by the Xi Chapter of Delta Pi Epsilon indicated that certain trends were observable:

1. Mastery of the shorthand skills is necessary for effective personal use, requiring considerable drill.
2. Students need to be taught to select the important points of a lecture.
3. Help in the organization of research papers is desirable.
4. The course helped many college students to get better grades.
5. The course could benefit many types of workers on the job, especially in taking telephone messages.
6. The value of the course depends upon both good teaching and the willingness of the student to learn.

Recommended Equipment for the Course

To implement the outlining of speeches and the taking of notes and dictation, the following aids are recommended:

1. Tape-recording multiple-listening-station arrangement. (Use of the shorthand laboratory or a mobile multiple listening station is necessary.)
2. Record player.
3. Overhead projector.

Instructional Materials and Audio-Visual Materials

Among the more helpful materials for teaching notemaking are:

1. A library of tapes.
2. Records from publishing companies.
3. Magazines, newspapers, reprints, and reference books.

Reference Materials for the Teacher

1. Teacher's manual for the textbook.
2. *Business Teacher* magazine.
3. Comprehensive spelling and vocabulary lists.
4. Xi Chapter, Delta Pi Epsilon: *An Evaluation Made by Students Who Took Notehand in the Public High Schools of Florida,* Parts I and II. Department of Business Education, University of Florida, Gainesville, Florida.

Typewriting I

Typewriting I is designed to develop basic typewriting skills but may be applied to both personal and to occupational situations. Skill in typewriting is of value to all students because it represents a rapid and efficient means of communication. Typewriting skill is an essential part of any program of occupational preparation for clerical or secretarial occupations. All students in high school should be encouraged to enroll in typewriting, regardless of the educational or occupational goal they expect to pursue.

Grade Placement: 10, 11, or 12

Length of Course: One year

General Objectives

To develop touch typewriting skill for personal and/or vocational use.

Specific Objectives

1. To master the typewriting keyboard, using the touch technique.
2. To master the correct typewriting technique of stroking, posture, and manipulation of the machine.
3. To develop the ability to stroke rapidly and accurately on both straight-copy material and on material of a "problem" nature.
4. To learn the related information, such as letter forms, mechanics of placement, expression of numbers, etc., necessary to produce mailable materials.
5. To develop the knowledge of correct care of the typewriter and a willingness to accept the responsibility for proper care.
6. To develop a willingness to follow directions.
7. To work toward the improvement of work habits and attitudes.
8. To develop the ability to proofread accurately.

Suggestions for the Teacher

1. The teacher should organize the classroom work so that typewriting and practice can be started without delay.
2. The teacher demonstrates the correct techniques at the demonstration typewriter, students imitate in unison, and then students practice individually while the teacher observes. This cycle—demonstration, unison drill, practice, and observation—is repeated at intervals until the desired techniques are established.
3. Drills should be brief with frequent pauses for relaxation, particularly in the early stages of learning. As the pupils gain in skill, they can type for longer intervals without reducing their efficiency.
4. Typewriting instruction should begin with emphasis on correct, rapid stroking. No attention should be directed toward errors until the skill pattern in stroking is established.
5. Introduction of the numbers and symbols should be delayed until most students have good control of the letter keyboard.
6. Development of speed and accuracy is best accomplished by using short timings—seconds, 1, 2, or 3 minutes in length.
7. The teacher should move about the classroom, observing at all times and giving instruction when needed.
8. The teacher may spot-check papers, but students should be required to proofread all papers that are turned in.
9. The effectiveness of typewriting instruction can be increased by proper use of the chalkboard, film strips, skillbuilder, music, taped lessons with multiple listening stations, and other audio-visual media.
10. The teacher must take care to see that proper preparation is

given to the timed writings. It is recommended that the students preview the timing material and then go directly into the timed writing without hesitation to prevent unnecessary tenseness from developing.

11. Teachers should make the most efficient use of time in demonstrations and explanations in order to give students more time for typing.
12. Unsupervised typewriting practice should not be allowed until correct habits are formed.
13. Correct erasing techniques should be taught as soon as students start using their typing for personal use. Even after erasing is introduced, the teacher may not want students to erase and correct errors in all work that is done; but, each time that erasing is resumed, the techniques of correct erasing should be retaught and redemonstrated.
14. Most effective learning comes from varied stimuli, such as hearing, seeing, and the sense of touch; thus lettered keyboards are an aid to learning key locations.
15. The typewriting class should be conducted in a brisk, efficient manner to avoid wasted time and to encourage rapid responses from students.
16. Students in typewriting should be given ample opportunities to practice material before they are tested or before a grade is assigned to their efforts. The teacher should teach, direct student practice, observe, reteach where necessary, and provide more practice opportunities. Students should be tested *only* when sufficient practice has been given to allow them to develop the expected levels of skill.
17. Typing grades should be based on some, or all of the following:
    a. Test scores, both tests of information and tests of performance.
    b. Speed, with acceptable control, on straight-copy timings.
    c. Speed, with acceptable control, on problem typing.
    d. Amount of practice material completed.
    e. Personal characteristics of cooperation, punctuality, work habits, etc.
    f. Techniques of machine operation and posture.
    g. Mastery of keyboard.
18. The tests that appear to be most suitable for beginning typewriting include information tests on related knowledge and tests requiring application of speed, control, and related knowledge to problem situations.

Evaluation Suggestions

In order to arrive at a grade for the course, student rating on each of the factors mentioned in the specific objectives must be combined. Grades given during the course should reflect the varying amount of emphasis on the specific objectives. For example, the first six weeks' grade should give major consideration to typewriting techniques.

Several criteria should be used in evaluation. These should include speed and accuracy, daily or weekly work, and tests. The evaluation of each student's achievement should be based on his own progress.

Recommended Equipment for the Course

1. Individual typewriting tables 36" x 20" or larger, adjustable to heights of 27" to 32" (space should be provided for students' books). Tables should have panels on three sides to provide more adequate support.
2. Adjustable chairs, preferably posture chairs.
3. Typewriters with elite type, since business offices use elite type almost totally. Some electric typewriters should be available. Lettered keyboards are recommended.
4. A typewriter demonstration table or stand, adjustable for height, and equipped with rollers or swivel attachment for side view.
5. Two 4-drawer metal filing cabinets equipped with alphabetic guides and folders. One cabinet is used for teacher files and the other is used for individual student folders.
6. Teacher's desk and chair
7. Dictionaries, stapling machines, paper cutters, letter trays for incoming and outgoing papers, typecleaning brushes, typecleaner, several accurate interval timers, stop watch (single sweep second hand), typewriter covers, pencil sharpener, adequate waste baskets, current calendar, scissors, typewriter ribbons, envelopes, assorted paper stock, carbon paper, duplicating supplies, 3 x 5 cards, rubber bands, and gem clips.
8. Opaque and overhead projectors.
9. Copy holders.

Instructional Materials and Audio-Visual Materials

1. Bulletin board for display of student work.
2. Charts, diagrams, work samples, and pictures.
3. Recordings, records, films, filmstrips, slides, and transparencies.
4. School library for course enrichment.
5. Timed writing leaflets, printed letterheads, business forms, and printed tests.
6. Community resources.

Reference Materials for the Teacher

1. International Business Machines Corporation
   545 Madison Avenue
   New York, New York
   a. *Partners in Perfection*
   b. *Electric Typewriters in Education*
   c. *A Short Course in Electric Typewriting*
   d. *Practice Exercises for Electric Typewriting*
   e. *Secretarial Shortcuts*
   f. *Planning a Modern School*
2. Royal McBee Corporation
   Westchester Avenue
   Port Chester, New York
   a. *Typing Do's and Don'ts*
   b. *You . . . As a Secretary*
   c. *Finger Dexterity Drills*
   d. *The Expert Simplifies Erasing*
   e. *Building Typewriting Skill and Speed*

3. Smith-Corona
   701 East Washington Street
   Syracuse, New York
   a. *Writing Difficulties*
   b. *Tips to Typists*
   c. *Error Chart*
4. Sperry Rand Corporation
   Remington Rand Division
   315 Fourth Avenue
   New York, New York
   a. *Professional Aids for the Teacher*
   b. *Methods of Teaching Electric Typing*
   c. *Remington Model Electric Kit*
   d. *How You Spell It*
   e. *How to Be a Super Secretary*
5. Underwood Corporation
   1 Park Avenue
   New York, New York
   a. *The History of the Typewriter*
   b. *Underwood Typing Tests*
   c. *Electric Typing is Easy Typing*
   d. *Posture Chart*
6. Films
   a. *Electric Typing Time,* color, 20 minutes
   b. *Right—at the Start*
   c. *Better Typing at Your Fingertips,* 30 minutes
   d. *The Typewriter in Business*
7. Professional business education magazines (by subscription):
   Business Education Forum
   Business Education World
   Journal of Business Education
   National Business Education Quarterly
   Today's Secretary
8. Business education monographs
9. *The Florida School Bulletin* containing the state adopted textbook list.
10. Allien R. Russon and S. J. Wanous, *Philosophy and Psychology of Teaching Typewriting,* (Cincinnati: South-Western, 1960).
11. Marion M. Lamb, *Your First Year of Teaching Typewriting,* (Cincinnati: South-Western, 1959).
12. *New Media in Teaching the Business Subjects,* National Business Education Association Yearbook, (Washington, 1965).
13. *Methods of Teaching Typewriting,* EBTA Yearbook, Volume 38, 1965.

Typewriting II

The second-year course in typewriting is vocational in purpose. It is designed to give those students preparing for a business career vocational competence in typewriting. Typewriting II may be offered as a separate course, or it may be integrated with office practice or transcription. However, where possible, it is suggested that it be taught as a separate course.

Prerequisites: One year of typewriting and teacher's recommendation

Grade Placement: 11 or 12

Length of Course: One Year

General Objectives

To develop a high degree of typewriting skill in office-type production work.

Specific Objectives

1. To improve basic typewriting skills.
2. To provide remedial instruction in business application of typewriting skills.
3. To introduce advanced business applications of typewriting skills.
4. To develop a high level of performance of business applications with a minimum of direction and supervision.
5. To develop proper attitudes and work habits in office practice and procedure.

Suggestions for the Teacher

Many of the suggestions given for Typewriting I are applicable in Typewriting II.

1. Assign exercises at the beginning of the course to determine present ability.
2. Use these exercises as a basis for determining the remedial instruction that will need to be given.
3. Demonstrate good form, techniques, efficient handling of machine and supplies.
4. Demonstrate often from the demonstration stand in order to develop increased stroking, refinement of manipulative skills, and development of production skills.
5. Set short-range goals that can be reached, but revise them frequently as a means of motivating students to achieve new goals.
6. Accept only work that is satisfactory as measured by office standards.
7. Use practice sets and workbooks of business forms.

Evaluation Suggestions

The evaluation in the early part of second-year typewriting will be similar to the later stages of first-year typewriting but will become progressively parallel to the evaluation used in rating employees in actual office jobs.

Evaluation of performance will be in terms of usability of material as interpreted in an office instead of classroom standards adapted to measurement of initial learning.

In those schools where second-year typewriting enrollment is selective, office production standards should be weighed heavily in evaluation. In those schools where enrollments are less selective, it may not be justifiable to adhere completely to these standards.

Recommended Equipment for the Course

The equipment recommended for Typewriting II is essentially the same as Typewriting I, except that a variety of typewriting equipment should be available in Typewriting II.

Instructional Materials and Audio-Visual Materials

Instructional Materials for Typewriting II are essentially the same as for Typewriting I.

Reference Materials for the Teacher

See list of references given for Typewriting I.

Typewriting, Personal

Personal Typewriting is a course designed wholly for nonvocational purposes. The student may use the skill learned in such a course in his vocation, but the emphasis is on personal application. Basically, the course is the same as Typewriting I in the initial learning phase with a minimum of time devoted to business problems and applications as the course progresses.

Grade Placement: 10, 11, or 12

Length of Course: One semester or one year

Objectives

The general objective is to develop basic typewriting skills for personal use. Specific objectives are:

1. Mastery of the keyboard by the touch technique.
2. Development of the correct typewriting techniques of stroking, posture, and manipulation of the machine.
3. Knowledge of correct care of the typewriter.
4. Development of speed and accuracy of stroking on both straight-copy and problem-type material.
5. Knowledge of the related information necessary to appy typing skill.
6. Development of the ability to compose at the typewriter.

Suggestions for the Teacher

The procedures and techniques that are suggested for Typewriting I apply also to personal typewriting. However, those procedures relating to vocational application should be disregarded.

See Typewriting I for evaluation suggestions and suggested equipment and instructional materials.

CHAPTER 4

Facilities, Physical Layout, and Equipment

EDUCATIONAL OBJECTIVES and instructional methods and techniques must keep pace with a constantly changing society. The planning of a facility to serve both the current educational program and program changes that will occur during the lifetime of the facility is a great challenge. Careful and creative planning is essential to prevent the obsolescence of facilities in the very early stages of their use.

The layout, number, and kinds of rooms for the business education department should be planned to conform to the instructional objectives of the business education program, the size of the school, and the enrollment in business subjects with thought toward future expansion. Effective instruction and increased student learning is made possible by good room layout and adequate physical equipment.

In planning new or renovating older business education facilities, it is suggested that local and state school architects work closely with a committee of local business teachers and state business education consultants in order to develop plans that will house adequately the type of business education program that is needed. Sample educational specifications for a business education suite are available from the Business and Distributive Education Section of the State Department of Education.

It is generally agreed that the business education department should be located on the first floor of the school building. The reasons are: (1) The movement of rather heavy equipment, due to replacement and repairs, is facilitated; (2) floor vibration will not disturb other classes; (3) the business education department is usually in close touch with the school offices and should be near the administration area; and (4) most adult programs include work in business education and this department should be accessible to the main entrance and located close to the areas being used for adult education.

Business education classes, especially shorthand, require a high degree of concentration on the part of students. Therefore, the department should be placed, to the extent possible, in a section of the building that is free from school noise that may come from such departments as music and physical education and outside noise that may come from the street or playground. Business machines should not be located in a place that is poorly ventilated because excessive humidity will be harmful to the equipment. It is highly desirable to have the building climate-controlled as an aid to maximum student performance and optimum conditions for good machine maintenance. Some kind of acoustical treatment both on floor and ceiling greatly facilitates the noise factor and general housekeeping. Most important, all business classes should be in the same wing of the school in order to facilitate the use of the equipment.

General-Purpose Rooms

General-purpose rooms should be used for such courses as general business or business law. Four dual electrical outlets, ample chalk and bulletin boards, filing and built-in storage areas, darkening devices, and permanent projection screens are recommended. Appropriate furniture rather than tablet arm chairs is recommended because of greater suitability for business work. See the individual course descriptions listed in this guide to obtain further information regarding equipment recommendations. In addition, it is assumed that every classroom will have a teacher's desk, teacher's chair, wastebaskets, wall clock, and pencil sharpener.

Suggestions for floor plans for a business education wing and specialized rooms are included in this section for the use of business education teachers and architects. Many different variations and combinations are possible. Individual schools will make whatever adjustments are needed.

Electrical Plans

Business educators generally suggest a minimum of 50 to 60 footcandles of high-quality lighting evenly distributed throughout the room. The main reason for this is that the nature of classwork in most business subjects requires rapid reading of materials, during which close attention must be given to the printed word and other details. Glare and reflected light should be minimized as much as possible. (See *American Standards Guide for School Lighting.*)

Ample electrical outlets should be provided. Individual outlets are recommended for each work station where an electrically powered machine is to be used. In existing buildings, plug molding, which has outlets at 4-inch intervals, may be used. In this case, outlets should be table height for ease of operation. A circuit breaker should be provided in those rooms that contain more than five electrical outlets.

Several other methods of installation are possible and should be examined in view of certain criteria:

Type	Safety	Flexibility of Arrangement	Cost	Appearance	Control
1. Floor mountings flush	Ideal in carpeted, vacuumed areas; some foot hazard	Ideal	More expensive than raised	Best	May be damaged by dust or moisture
2. Floor mountings—raised	Dangerous to limbs; danger of tripping	Not too flexible	Reasonable	Good if kept under machines	(Not recommended for use)
3. Peripheral mounting (tables fastened to wall or each other with continuous wiring)	Good because wires all hidden in desks	Lessens freedom of movement	Reasonable	Neat (but reduced utility of room)	Suitable for small room
4. Low-level partial partitions	Excellent; no exposed cords or boxes	Less flexible than 1, 2, or 5	Higher cost of installation	Neat and business-like	Some flexibility; of great convenience
5. Ceiling drop cords	Safe if lock connectors used	Flexible for movement and detachment	Reasonable	Detracts but use light-colored cord	Suggest lock connectors at machine also

Room Size

Rooms for the general business subjects should accommodate a maximum of 35 students, allowing a minimum of 25 square feet of floor space per student. Special rooms, such as bookkeeping, shorthand laboratory, typewriting, office practice laboratory, and rooms requiring the installation of mechanical devices, counters, or display cases, will vary in size according to the amount of equipment included. Bookkeeping and typewriting rooms should allow 35 to 40 square feet of floor space per student (one and one-half standard classroom units). It is generally recommended that the pupil load in the skill subjects be limited to 25 students. When plans are being made for larger classrooms for greater numbers of students, such as for team teaching, consideration must be given to the number of teachers and/or aids involved.

Room Combinations

Rooms that are to serve for several subjects should be larger than separate special area rooms in order to accommodate the variety of equipment used in all the subjects.

Schools employing one business teacher may have a two-room business department—one room to be used for typewriting, office machines, and shorthand, and the second room to be used for bookkeeping and/or general business subjects. If only one room is available, desks or tables should afford sufficient working surface for students in the bookkeeping, typewriting, or shorthand classes, and storage space should be provided for equipment not presently used in a course.

Two- or three-teacher departments might use the suggested arrangement and add an office practice laboratory. Larger schools may add typewriting, shorthand, and general-purpose rooms as instruction requires. Should team teaching be considered for a larger group of students, adjacent rooms with folding walls might provide the best solution.

If at all possible, all rooms in the business education department should be equipped fully so that students will not be required to move from one room to another during a class period. The bookkeeping room should be equipped with office machines. If this is not possible, bookkeeping and office practice rooms should connect so that the bookkeeping students will have access to office machines. The shorthand rooms should have typewriters. If this is not possible, the shorthand room should be placed next to the typewriting rooms to facilitate passage of shorthand students to these rooms for purposes of transcribing.

Built-In Equipment

Effective instruction in business subjects requires a large quantity of supplies and supplementary materials, and the business rooms need more than the average amount of storage space for such bulky items as posters, charts, and flannel boards and for machines not needed each period of the day. Most storage space should be closed, with doors that lock; however, it is desirable to have some open space with shelves that are adjustable for varying heights.

Chalkboards should be provided as follows:

1. Typewriting rooms—not less than 16 lineal feet, 42″ high, 3¼ feet from the floor.
2. Bookkeeping and general-purpose rooms—not less than 24 lineal feet, 42″ high.
3. Office practice and shorthand laboratories—not less than 16 lineal feet, 42″ high.

Bulletin boards of not less than a total of 20 lineal feet, 42″ high, should be provided in each room and should be installed 3¼ feet from the floor. Cork and pegboard construction are desirable.

A tackboard made of a narrow strip of cork should be placed at the top of the chalkboard.

Bookcases and magazine racks for reference materials should be provided.

Cabinets with upper and lower units, a plastic-topped work counter, a sink, a closet unit or access to a small storage room are needed in the office practice laboratory. In a small school, this arrangement should be located in the typing room.

Audio-Visual Aids

A permanent screen on rollers and a mobile table 42″ high with shelves should be provided for use with visual aids.

Different types of projectors that may be used are: opaque, overhead, slide and filmstrip, motion picture, controlled reader, skillbuilder, and special equipment such as the tachistoscope. White matté screens for films and overhead projection and permanently installed steel Mira screens for film strips are recommended.

A small group installation for listening to shorthand dictation would be possible with one tape recorder, extension box with several outlets, and five to ten headsets. Such an arrangement will be more satisfactory and more flexible if the equipment can be placed on a mobile cart that can be moved to different parts of the room and from one room to another. Multiple listening stations can be used for typing instruction, especially for drills and remedial practice. Multiple listening stations also are useful in secretarial office practice. They can be used to build dictation and transcription speeds, to teach machine transcription, and to provide office-style dictation. The multiple listening station also has a place in the personal shorthand class for giving the students experience in taking lectures.

The business education teacher should not overlook the possibility of using the skillbuilder in business classes. In typewriting, the skillbuilder can be used effectively to force speeds, to develop rapid manipulation of the machine, and to reinforce basic techniques. In shorthand it is best used to increase speed in reading shorthand characters, to develop writing skills, and to develop transcription skills. Other areas where the skillbuilder may be used effectively as a reinforcement device are in filing, data processing, business mathematics, and ten-key adding machine instruction. The skillbuilder presents material at a continuous, rhythmic, teacher-set pace. Speeds may be varied from 15 to 130 lines a minute.

Tape cartridge recorders and players are valuable for student use in libraries, or for individual and small group instruction in business classrooms. The tape cartridges are as easy to play as phonograph records and prerecorded tapes for cartridge machines are now available for shorthand dictation.

Commercially prepared records on the market at the present time include classroom materials for shorthand dictation, improvement of spelling, typewriting rhythm, office practice, merchandising education, secretarial studies, and timing of shorthand and typing. Narrations for slides and filmstrips also are available. The players should be equipped with the four standard speeds, a four-pole motor for both durability and constant speed, a tone arm with a change-over stylus (needle), an amplifier of approximately 5-watt output, and tone control. Record players can now be used in conjunction with shorthand laboratories by providing additional channels for listening stations through earphone connections.

Overhead projectors are used to project an image from a transparency over the operator's shoulder to a screen, thus enabling the instructor to face the class and operate the machine at the same time in an undarkened room. Prepared transparencies may be purchased, or they may be made by the teacher by a copying process (from book, chart, or other source) or by ink drawings. Color may be incorporated and overlays make possible additions to the original transparency. Outlines may be masked and then uncovered, and grease pencils may be used to write on the film. A cellophane roll attachment, allowing continuous use for the entire length of the roll, is also available. Lantern slides, 2" × 2" slides, and tachistoscope attachments also increase the utility of the overhead projector. A specially designed screen (like the Mira) 18" × 48", permanently fastened above the chalkboard, is an inexpensive yet satisfactory type of screen to use.

Special Considerations

Windows should be provided with venetian blinds, roller blinds, or draperies to darken the room for effective showing of projected materials.

A wall clock with a sweep secondhand and wall calendar also are useful accessories to business equipment. Tables, desks, counter tops, and dividers should have laminated plastic tops. Doors should be located at the front and rear of the rooms leading into the corridor or strategically located for easy entrance and egress.

In order to lessen distractions, student stations should be arranged so the student is not facing the entrance door.

Special Areas

1. Faculty and Counseling Offices

Vocational office education has as its main objective the placement of graduates on a full-time employment, wage-earning basis. Effective education and placement depend very largely upon student counseling, guidance, testing, and compiling and analyzing business and office occupational information and vocational test scores. Placement involves interviewing the student and prospective employers, making referrals, and gathering and filing follow-up records. A counseling office is necessary if these activities are to be carried out in an efficient and businesslike manner. In addition, a department faculty office is needed as a place for filing departmental records and for teacher conferences. The following equipment is needed for such a counseling office:

one or more teacher's desks and chairs
chairs for conferences
bookshelves
one or more tables
wall chalkboard and small tackboard
telephone
files equipped with guides and folders
storage cabinets
typewriter and table

2. Bookkeeping Room

Flat tables large enough for textbooks, working papers, and supplies are needed for bookkeeping students. Storage space of approximately 4½″ × 22″ × 14″ per student for tote boxes is essential to accommodate each student's materials. Adding machines are a part of instructional materials because of the effort to simulate actual office conditions. See the suggested bookkeeping room layout at the end of this section. Refer to the equipment listed in the course Bookkeeping I in Chapter III of this *Guide*.

3. Office Practice Room

Criteria for choosing equipment for office practice should be based on: (1) Number of students in the course; (2) length of the course; (3) degree of proficiency expected. A survey of the business community will help determine types of equipment and degree of competency necessary for initial employment. The mobility of the present-day worker needs to be kept in mind when basing the equipment needs on the community survey. A suggested layout for an office practice room (which may be similar to a Vocational Office Education room), adaptable to many uses, will be found at the end of this chapter. Refer to the specific suggestions for equipment given under course descriptions for Office Machines, Clerical Office Practice, and Secretarial Office Practice in Chapter III of this *Guide*.

4. Shorthand Laboratory

The term "shorthand laboratory," as used in this *Guide*, refers to a shorthand classroom equipped with magnetic tape recorders, record players, dictating machines, headsets, electronic circuits with durable switches and volume control devices, and possibly a cabinet console control center. It may be desirable, if funds are limited, to begin with only one or two sources (such as tape recorders and record players combined with outlet boxes) and gradually work into a laboratory with several channels and multiple listening stations.

It is important that the shorthand laboratory be equipped especially for the purpose it serves. This means special electrical or sound conduits are to be installed under the floor, along the baseboard, or antenna looped in the ceiling or installed around the perimeter of the room. It is recommended that the shorthand laboratory be equipped with one typewriter for each student for transcription purposes.

A listening station and tapes and/or records should be located in the instructional materials center for use by shorthand students during their study periods and before or after school hours. A shorthand laboratory has definite advantages,

For the student:

1. Individual needs of students are more nearly met when they work in carefully grouped sections with a class.
2. Effective relationships between teacher and student are created by the individual help a teacher is free to give to the students.
3. Students are less handicapped by absences from the class.
4. Practice material can be repeated without fear of embarrassment on the part of the student.
5. Students are provided opportunities for greater concentration of writing within a given period of time because the taped dictation is constant.
6. Monotony and strain may be relieved by a variety of instructional techniques and voices.
7. Distraction from extraneous noises is minimized by the use of private earphones; hence, better concentration on dictation.
8. Dictation practice is not hindered when the regular teacher is away and the substitute does not have the necessary educational background to give dictation practice.
9. More businesslike atmosphere (with fewer interruptions) is created.
10. More uniform speed and quality are attained in both dictation practice and tests.
11. Students are free to consult the teacher without interfering with the progress of other students.
12. Homework practice tends to be more effective when a dictation laboratory is available during study periods and after school.

For the teacher:

1. More time for planning and learning activities resulting in more efficiently presented lessons.

2. More teacher freedom to help individual students.
3. More possibilities of dictation from other people.
4. Repetitive dictation unlimited (no fatigue or loss of voice).
5. Less effort to maintain discipline.

Equipment and facilities recommended for a shorthand laboratory

3 or 4 playback units (tape recorders, record players, dictating machines)
listening station for each student (on tables 20″ × 40″)
teacher's monitoring receptacle
teacher's control console
one typewriter for each student
storage space for tapes (away from heat, light, moisture)
metal canisters for tape storage
skillbuilder
permanent screen (Mira screen, 18″ × 48″)
Additional desirable equipment may be an overhead projector, mobile A-V table 42″ high, and 50″ screen (lenticular)

5. Typewriting Room

Although there are 30 stations indicated for typewriting and shorthand laboratories, it is highly recommended that skill subjects should have not more than 25 as a pupil load. Present accreditation standards recognize the advisability of smaller classes for teaching the business skills. Reserve machines are a practical necessity. A suggested layout for the typewriting room will be found at the end of this chapter. For more details regarding typewriting equipment, see the Typewriting I course in Chapter III.

6. Vocational Office Education Room

Details as to facilities and equipment are in the *Vocational Office Education Teacher's Handbook*, Revised, which is available from the State Department of Education, Tallahassee.

7. Data Processing Room

Reference is made to specific data processing equipment in Chapter III under the course title, Data Recording Devices.

There is a suggested layout for a data processing room at the end of this section.

Replacement of Equipment

It is recommended that a systematic plan be adopted for the replacement of equipment in the business education department. Equipment should be traded before excessive repair bills are incurred and before the equipment becomes obsolete.

Experience indicates that the most economical policy is to keep typewriters for five or six years. It is recommended that ⅕ or ⅙ of the typewriters be replaced each year. Other types of office machines will serve for about ten years, before obsolescence eliminates any turn-in value. Thus, it is recommended that ⅒ of the business equipment, other than typewriters, used for training purposes be replaced each year. A visible card file (with signal tabs) attached to the bulletin board near the main door of the classroom is a helpful method of signaling the machine repairman of the repairs that need to be made. This file also provides a method of keeping a record of all repairs to a piece of equipment and alerts the teacher to the need for replacement of specific pieces of equipment. In the visible card file a separate card is maintained for each piece of equipment in the room.

Suggested References

Are You Planning Equipment and Facilities for Business Education? Report of Workshop at Ohio State University, July-August, 1959. Division of Vocational Education, State Board of Education, Columbus, Ohio.

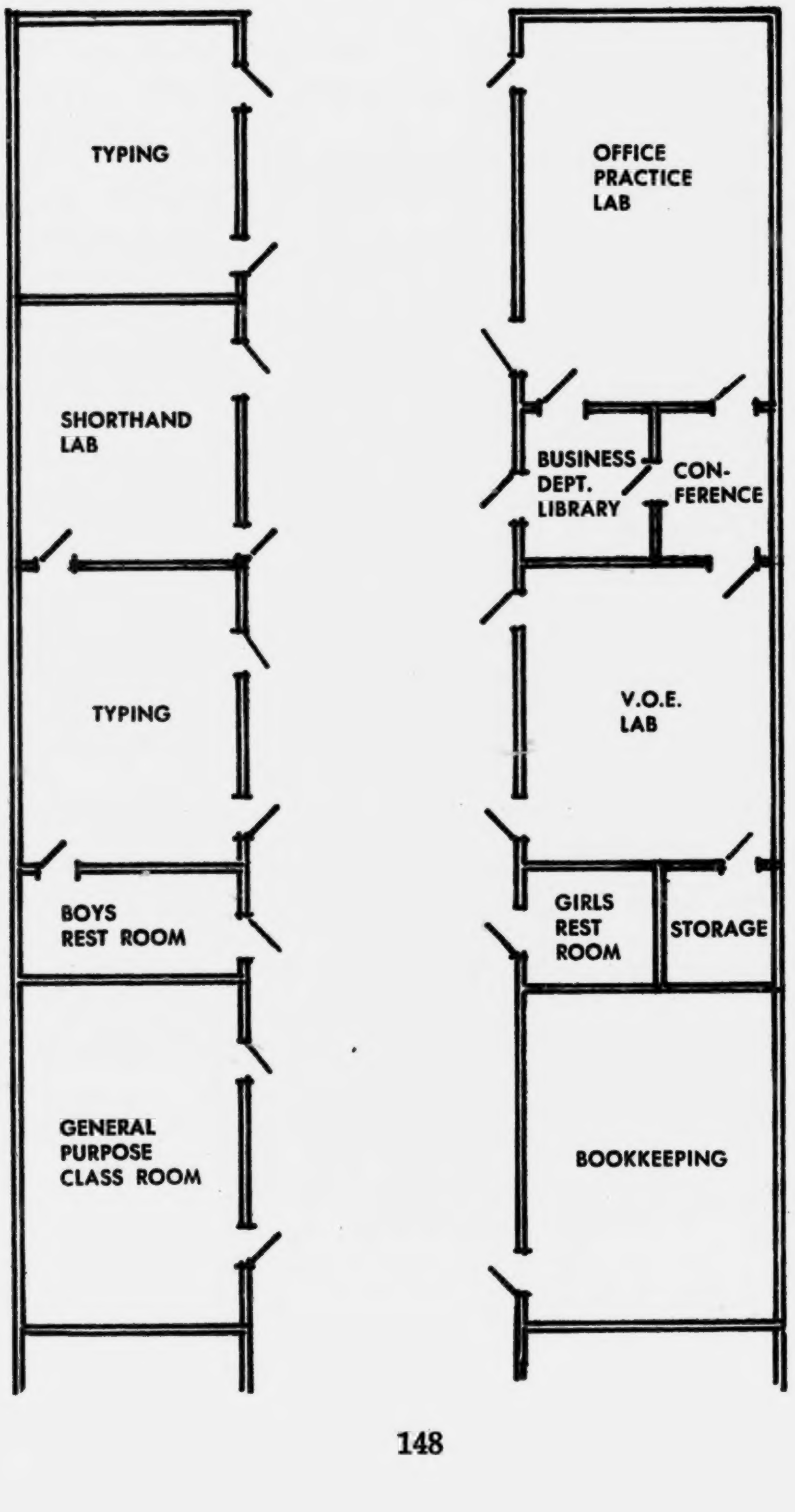
Bernadine Meyer and William Selden (ed.): *Business Education Facilities, Supplies and Aids*, EBTA Yearbook, Vol 36, (Somerville: Somerset Press, 1963).

Planning the Facilities for Business Education, Monograph 112. (Cincinnati: South-Western).

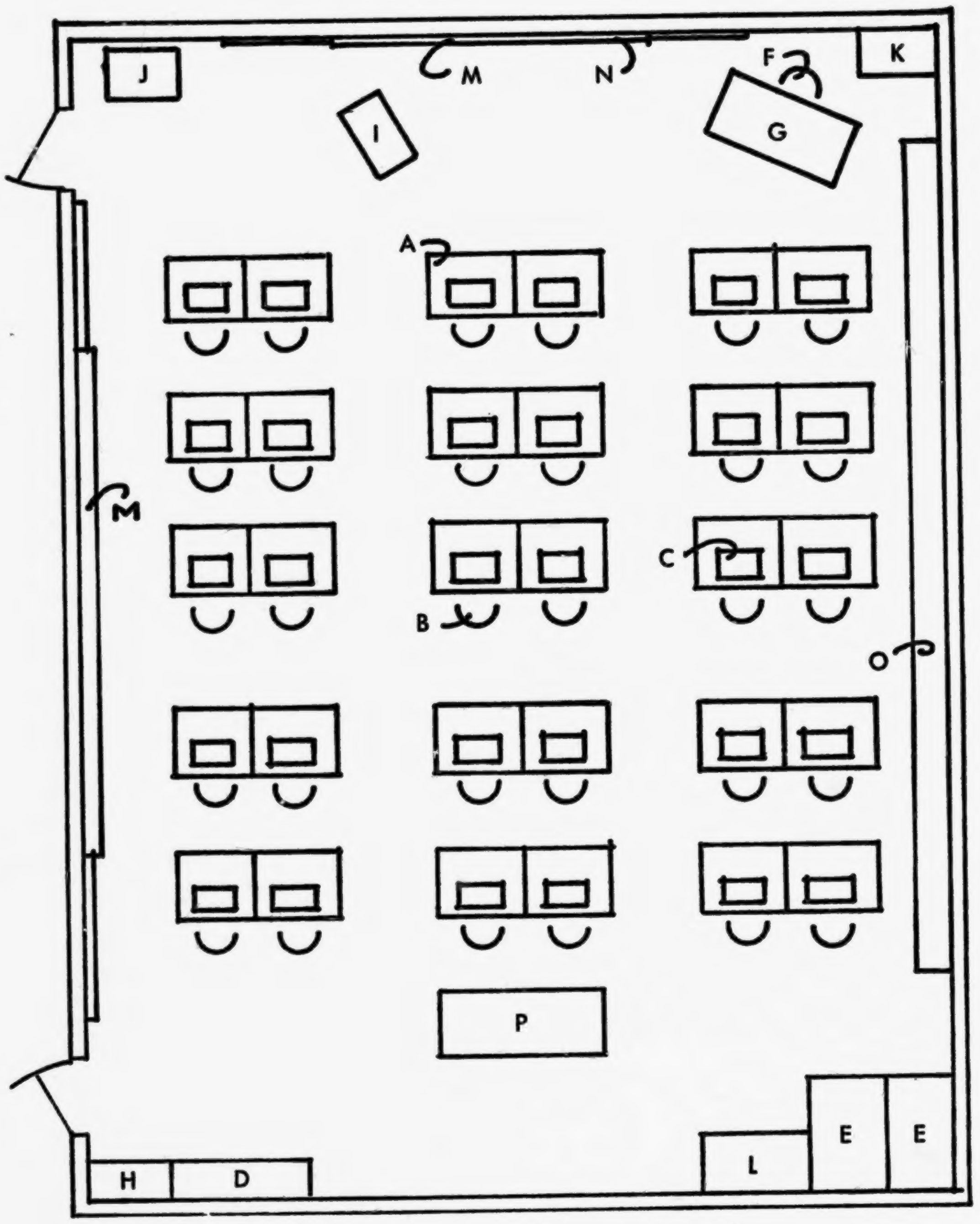
Allien R. Russon and S. J. Wanous: *Philosophy and Psychology of Teaching Typewriting,* (Cincinnati: South-Western, 1960).

Vocational Office Education Teacher's Handbook, Revised (Tallahassee: State Department of Education).

SUGGESTED FLOOR PLAN FOR A BUSINESS DEPARTMENT WING

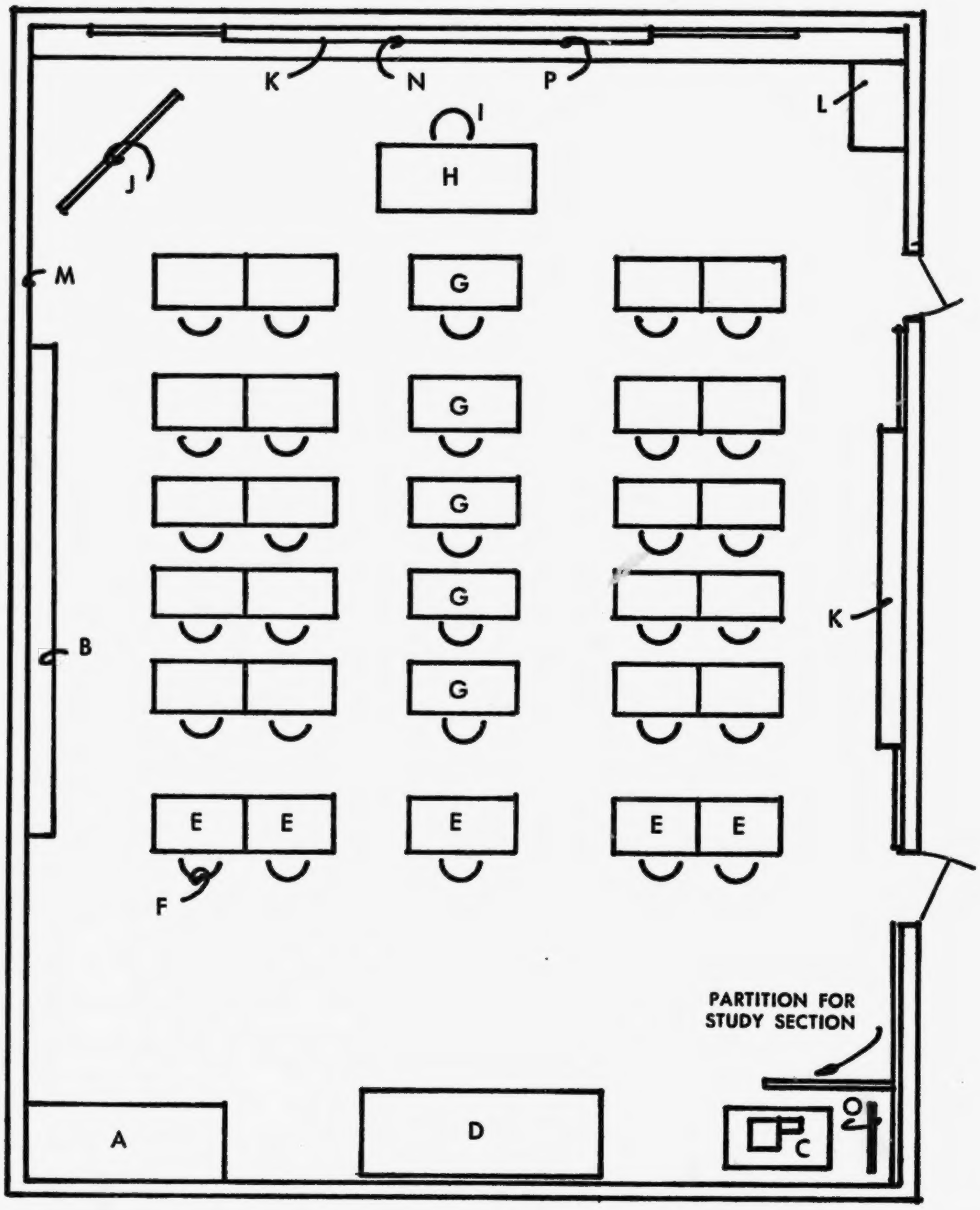

TYPING
SHORTHAND LAB
TYPING
BOYS REST ROOM
GENERAL PURPOSE CLASS ROOM
OFFICE PRACTICE LAB
BUSINESS DEPT. LIBRARY
CON-FERENCE
V.O.E. LAB
GIRLS REST ROOM
STORAGE
BOOKKEEPING

SUGGESTED LAYOUT FOR A TYPEWRITING ROOM



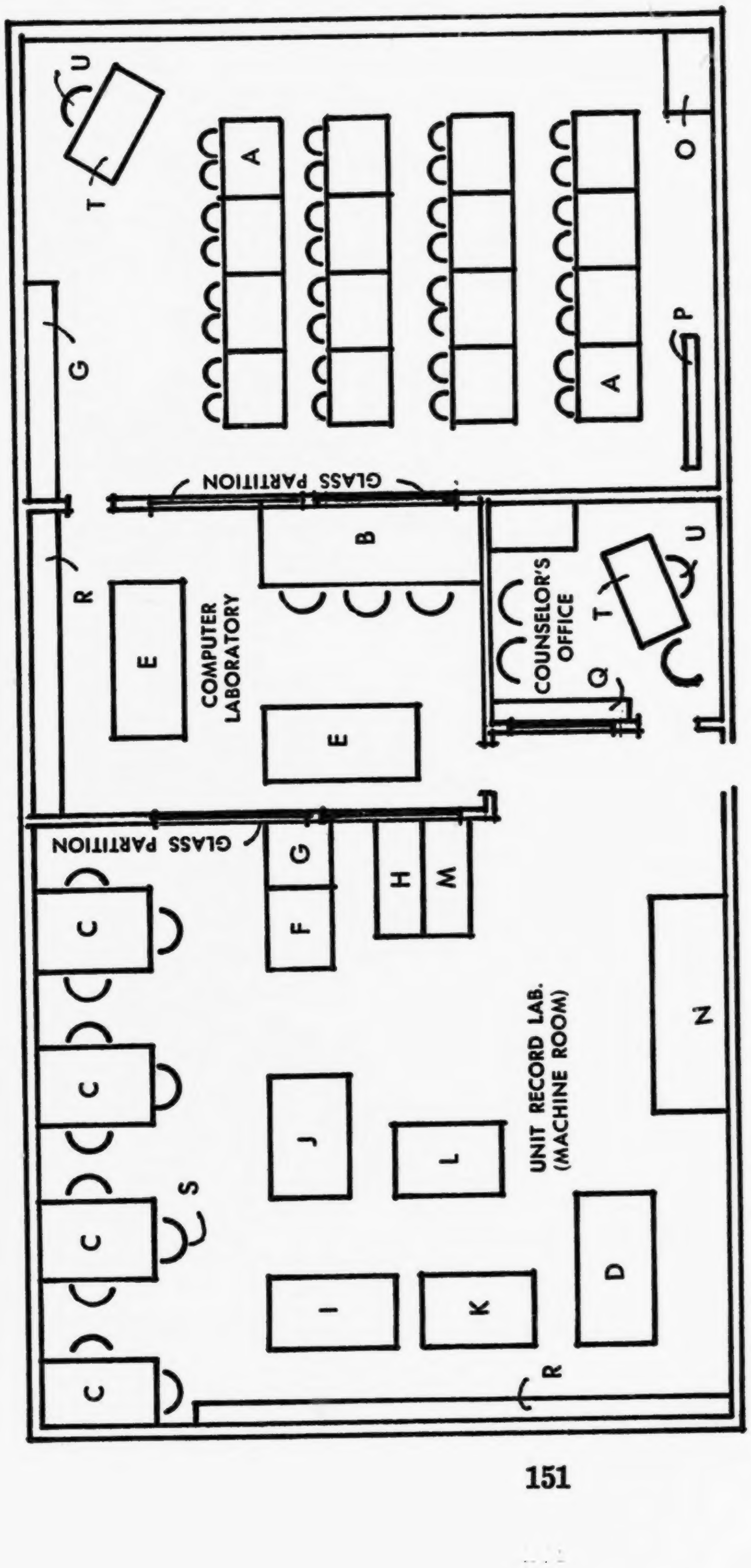
A	Students' desks (adjustable)
B	Posture chairs (adjustable)
C	Typewriters
D	Storage cabinet
E	4-drawer files
F	Teacher's armchair
G	Teacher's desk
H	Lavatory
I	Demonstration stand
J	Record player (with storage space below for records)
K	Tape recorder (with storage)
L	Mobile A-V cart
M	Chalk and bulletin boards
N	Projection screen on rollers
O	Built-in bookshelves
P	Work table

SUGGESTED LAYOUT FOR A BOOKKEEPING ROOM



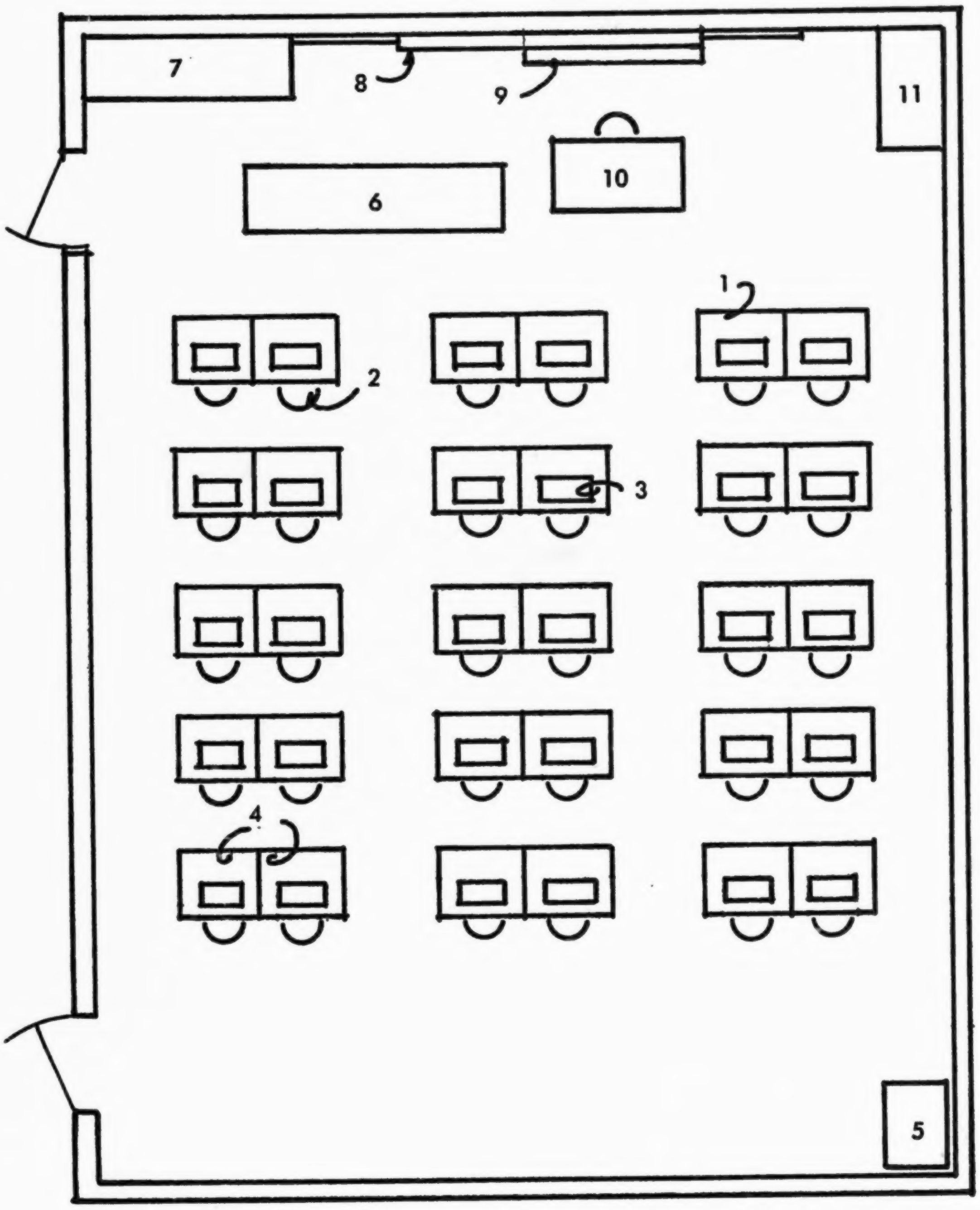
A	Storage cabinet
B	Magazine and book shelves
C	Filmstrip projector and table
D	Work and display table
E	Student work tables
F	Posture chairs
G	Adding machines
H	Teacher's desk
I	Teacher's armchair
J	Portable chalkboard (on casters) with projection screen on back
K	Chalkboards with bulletin boards
L	Filing cabinet (4-drawer)
M	Tackboard with roller and map holders
N	Wall chart installation over chalkboard
O	Small projection screen or white-painted wall (for individual viewing)
P	Student storage space (for tote boxes)

SUGGESTED LAYOUT AND EQUIPMENT FOR DATA PROCESSING

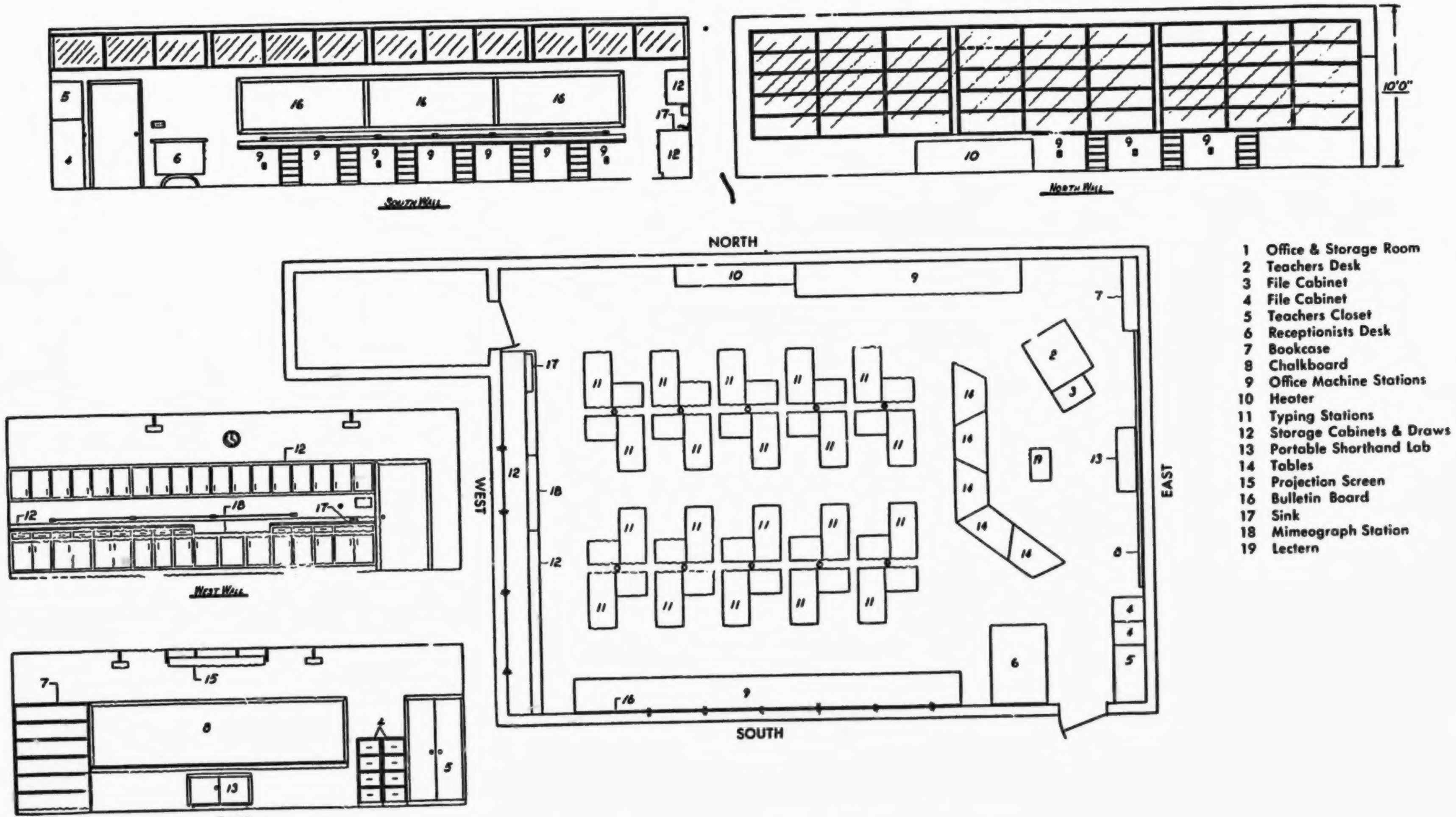

UNIT RECORD LAB. (MACHINE ROOM)
COMPUTER LABORATORY
COUNSELOR'S OFFICE
GLASS PARTITION
GLASS PARTITION
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U

A	Students' 2-man tables
B	Long work table
C	Medium work tables
D	Accounting machine (on table)
E	Computers
F	Card punch machine (on table)
G	Verifier (on stand)
H	Sorter
I	Interpreter
J	Collator
K	Reproducer
L	Rack
M	4-drawer Files
N	Storage cabinet
O	Overhead projector (on stand)
P	Portable screen
Q	Built-in bookcases
R	Built-in shelves
S	Students' chairs
T	Teachers' desks
U	Teachers' armchairs

SUGGESTED LAYOUT OF A SHORTHAND LABORATORY WITH MULTIPLE LISTENING STATIONS



1	Students' desks with storage space for books	6	Console with tape recorders, record player, and the like
2	Posture chairs (adjustable)	7	Storage for tapes and records
3	Typewriters	8	Chalk and bulletin boards
4	Individual listening stations	9	Permanent screen installation
5	A-V mobile cart	10	Teacher's desk
		11	4-drawer file


SOUTH WALL
NORTH WALL
10'0"
NORTH
SOUTH
WEST
EAST
WEST WALL
EAST WALL
1 Office & Storage Room
2 Teachers Desk
3 File Cabinet
4 File Cabinet
5 Teachers Closet
6 Receptionists Desk
7 Bookcase
8 Chalkboard
9 Office Machine Stations
10 Heater
11 Typing Stations
12 Storage Cabinets & Draws
13 Portable Shorthand Lab
14 Tables
15 Projection Screen
16 Bulletin Board
17 Sink
18 Mimeograph Station
19 Lectern

Proposed Office Practice Lab and or Vocational Office Education Classroom
Courtesy Kathleen High School
Lakeland, Florida

CHAPTER 5

Specially Designed Programs

THE INDIVIDUAL STUDENT cannot hope to know the specific kinds of knowledges or particular skills he will need for the different positions he will hold over his working lifetime. Even in a static environment this would be unlikely enough; in a diversified, fast-changing society like ours it is simply impossible. Schools need to concentrate on helping students develop transferable capacities which can be used in many situations and many jobs. Chief attention needs to be placed on fostering qualities of clear analysis, imaginative reasoning, and balanced judgment and on strengthening those qualities through repeated application to business-type situations. Knowledge of subject matter is highly essential, but not enough. In addition to being grounded in certain areas of business operations, the student needs to be able to use his knowledge in dealing with concrete problems.

It is felt that the specially designed programs described here help to accomplish the broad objective of diversity—to help students develop the kind of work habits and mental tools which will be of continuing value throughout their business careers.

COOPERATIVE BUSINESS EDUCATION

The program of Cooperative Business Education was developed to provide actual work experience in office occupations before high school graduation. This program is one in which the school, the student, and the businessman work together in preparing the student for employment in an office occupation. Approval and cooperation of parents is desirable for the complete success of the program.

Twelfth-grade students who are majoring in business education and who have met the necessary requirements for entrance to this cooperative program attend school in the mornings and work in a business office in the afternoons. Students earn one credit for related study and one credit for work experience. Each student is employed for no less than 450 hours of regularly scheduled employment in a job which is approved by the school. The instructor must correlate the work in school with the job requirements. Students should be enrolled in one or more vocational business education subjects in addition to the related study and the work experience. In the cooperative business program students are given opportunities to apply what they learn in school to actual office situations while they are still under the guidance and supervision of the teacher-coordinator.

The establishment of such a program in a high school is recommended only when certain conditions exist. One of the first steps in organizing a Cooperative Business Education program is to conduct a community survey to determine the job opportunities in the employment area served by the school. A carefully selected and well-organized advisory committee which functions throughout the year is essential for the most effective operation of the program, and the entire program must be arranged to fit the individual school.

For complete information about Cooperative Business Education in Florida, refer to *A Guide: Cooperative Business Education in Florida High Schools,* State Department of Education, Tallahassee.

VOCATIONAL OFFICE EDUCATION

Plan I

Vocational Office Education, Plan I consists of directed experiences and intensive instruction in business and office education designed to prepare senior students for initial employment or advancement in skilled or semi-skilled occupations which meet community needs.[1]

Student Prerequisites and Requirements

Secretarial Block

1. Vocational Office Education classes are restricted to seniors.
2. Students must have stated in writing the career objective to enter the field of office occupations or pursue a career in business education or business administration.

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[1] *Florida State Plan for the Improvement of Vocational, Technical, and Related Educational Services,* Bulletin 70A-3, (Tallahassee: State Department of Education, 1965).

3. Scholarship, attendance, prognostic test scores, dependability, honesty, and willingness to work should be taken into consideration.
4. Secretarial students must enroll in the entire three-hour block. They are not permitted to enroll in any single subject unit of the program.
5. Secretarial students must have earned at least one unit in typewriting and one unit in shorthand prior to entering the program. (It is recommended that Typewriting II be taken one year previously or be taken concurrently.)
6. Students should have at least a C average in Shorthand I, Typewriting I, and all previous English courses.

Clerical Block

1. Vocational Office Education classes are restricted to seniors.
2. Students must have stated in writing the career objective to enter the field of office occupations or pursue a career in business education or business administration.
3. Scholarship, attendance, prognostic test scores, dependability, honesty, and willingness to work should be taken into consideration.
4. Clerical students must enroll for the two-hour block. They are not permitted to enroll in any single subject unit of the program.
5. Clerical students must have earned at least one unit in typewriting prior to entering the program. One unit in bookkeeping or recordkeeping must have been taken previously or be taken concurrently. (If Bookkeeping II and Typewriting II are offered at the school, it is recommended that the above-average clerical student enroll in either or both of these courses.)[3]

Credit

Credits for each class period will be earned by the student upon satisfactory completion of the course. The secretarial student enrolled in the three-hour block will be given credit for business English, secretarial office practice, and second-year shorthand. The clerical student enrolled in the two-hour block will be given credit for business English and clerical office practice.

Operation

Schools interested in receiving a vocational instructional unit for Vocational Office Education should secure and complete a survey form for new Vocational Office Education programs from the Business and Distributive Education Section, State Department of Education, and return it to the assistant superintendent for consideration. Following tentative approval by the assistant superintendent, county officials should submit on the appropriate form the anticipated number of vocational instructional units desired for Vocational Office Education. This figure has been determined in consultation with the Area Coordinating Committee. Once the committee and county officials together have established a priority ranking of units needed, the county is requested to include in its County Planning Guide project proposals for the acquisition of needed equipment and instructional supplies and materials. The Area Coordinating Committee studies these proposals intensively and recommends them to the State Coordinating Committee for appropriate action. Proposals which appear to have the most potential for contributing to county and state program development may be developed into projects and submitted for funding support upon invitation from the Assistant Superintendent for Vocational, Technical, and Adult Education. Invitation to submit a project is not tantamount to approval, however. Once a project has been studied by the Area Coordinating Committee, it is reviewed by the State Coordinating Committee and recommended by the Assistant Superintendent for Vocational, Technical, and Adult Education to the State Superintendent of Public Instruction for disposition.

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[3] *Vocation Office Education Teachers' Handbook*, Revised (Tallahassee: State Department of Education, 1966).

Vocational instructional units will be granted by the state when it has been certified that the following provisions essential to the program have been met:

1. Minimum classroom facilities, including materials and equipment are provided.
2. The program has met enrollment requirements of a minimum of fifteen and a maximum of twenty students in each of two sections.
3. A well-qualified vocationally certified business education teacher is employed to teach the courses.
4. An operating budget will be provided which includes funds for the teacher to attend at least one out-of-county professional meeting each year called by the State Department of Education. The budget will also include funds to provide instructional materials, reference materials, and needed consumable supplies.
5. Provision should be made to ensure acquisition of additional equipment indicative of community need as well as to provide adequate maintenance and systematic equipment replacement.

For more complete details and the course outline, refer to the *Vocational Office Education Teacher's Handbook*, Revised (Tallahassee: State Department of Education, 1966).

VOCATIONAL OFFICE EDUCATION

Plan II

Vocational Office Education, Plan II is a program for students who have stated in writing that their career objective is to become employed in an office occupation and who have elected to follow a planned sequence of business education courses. These courses must include in-school learning experiences necessary to develop and refine proficiency in office skills needed by students to become gainfully employed office workers.

A member of the business education staff designated as a directing teacher assumes the responsibility for developing an efficient, realistic, and practical program geared to the needs of vocational office education students. This teacher is released from a normal teaching load in proportion to the number of students being directed in the program.

The directing teacher shall:

1. Hold regularly scheduled conferences with the students.
2. Confer with other business teachers concerning each student's progress.
3. Consult with the Guidance Department for help in providing occupational information and information about educational requirements for office workers, interpreting interest and aptitude tests, and other guidance activities relating to vocational office education students.
4. Be responsible for equipment and instructional materials purchased with Federal money for use in the Vocational Office Education program.
5. Assist in job placement and follow-up studies of graduates.
6. Be responsible for evaluation procedures.

For more complete information refer to *Vocational Office Education, Plan II* issued by the State Department of Education.

DISTRIBUTIVE EDUCATION

Changing times, new developments, and advanced thinking create needs for new concepts. New concepts frequently result in a temporary reflection of the limitations of an existing viewpoint. Reflection is germane to any measurement of different points of view, and such is the frame of reference here.

There are two different trains of thought about distributive education—one traditional; the other contemporary.

The traditional concept classifies education for distribution as a teaching-learning function of business education in the broadest sense.

The current trend toward education for distribution emphasizes a vocational *program* philosophy. This approach implies a series or sequence of units of study, with specific subject matter concerned with distribution clearly defined as a discipline unto itself.

This concept is further heightened by separation of the two disciplines, business education and distributive education, in the U. S. Office of Education. Though subject to frequent change in internal structure, this separation has nonetheless withstood the effects of change, witness the naming of a Head in the USOE hierarchy for each discipline. The separation is again apparent in the structure of the American Vocational Association where there is a Distributive Education section and one for Business and Office Education.

The *Guide* makes no attempt to categorize individual thinking. The aim here is to present the two points of view: one reflective of the past; the other seemingly indicative of the future.

Distributive education is a program of vocational instruction in distribution and marketing designed to qualify high school youths, post high school youths, and adults for gainful employment in distributive occupations, or in occupations in which a distributive function appears, according to their individual occupational objectives.

The instructional approach may be either preparatory or supplementary. Preparatory instruction is pre-employment instruction in distribution and marketing generally provided on a full-time basis to prepare youths and adults over fourteen years of age for distributive employment in classes organized under the cooperative plan or the project plan. The project plan is designed as a means of in-school preparatory instruction, in contrast to the cooperative plan which utilizes an on-the-job training approach. The project plan involves the planning and development of group or individual projects which may be used by the instructor to encourage vocationally-centered learning.

Supplementary instruction is vocational instruction in distribution and marketing generally provided on a part-time basis for employed adults wishing to refresh, update, or upgrade competencies needed in their employment, and for those seeking new and specialized competencies necessary to continuing employment or advancement in responsibility. It provides education to the entry, supervisory, and managerial levels of businesses in the marketing and distribution occupations. These programs should result in immediate increase of job efficiency, eventual promotion, and better understanding of the field of economic activity in which workers are engaged.[3]

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[3] *Organization and Operation of Distributive Education Programs for Adults*, Bulletin 74H-5, (Tallahassee: State Department of Education, 1966).

For further information about the Distributive Education program, contact the Supervisor of Distributive Education, State Department of Education, Tallahassee.

DIVERSIFIED COOPERATIVE TRAINING

The Diversified Cooperative Training Program (DCT) is a plan for preparing high school juniors and seniors sixteen years of age or older for a variety of occupations in the community. It is a cooperative work program found in most schools having only one cooperative program, and students may be placed in any one of a variety of job training situations, including jobs in business, industry, service, establishments, and the like.

The in-school phase of the program is usually divided into four hours of study, two hours of which are devoted to required high school subjects or electives, and the other two hours used for study under direct supervision of the school DCT teacher-coordinator. Students attend school in the morning and work in the afternoon. The work time will normally involve three or four hours each afternoon with a minimum of twelve and one half hours per week.

Diversified Cooperative Training is designed as a program of occupational preparation, but it has general education values in helping the student to mature and develop a desire for further education. Students receive a regular high school diploma and may seek college or university enrollment.

For complete information regarding diversified cooperative training in Florida refer to *Handbook for Diversified Cooperative Training,* State Department of Education, Tallahassee.

CHAPTER 6

Supervision and Administration

GOOD SUPERVISION AND ADMINISTRATION invariably leads to a better quality product and more efficient methods of operation. Supervision and administration of business education by individuals who understand the technical and human problems involved are essential for developing good instructional techniques, providing the tools and facilities for learning and securing effective coordination of efforts in the instructional program.

Good supervision and administration of the business education department are essential to the development of a sound curriculum, effective teaching methods, and proper standards so that business education will achieve its aims of economic literacy and competencies for initial employment and advancement. To assist in the attainment of these goals, it is recommended that one or more specialists trained in business education be on the staffs of: (1) the State Department of Education; (2) each county school system (having a sizable number of instructional units); and (3) the business education department of each high school.

A two-way system of understanding and communication between the school and the community is important. Advisory committees in business and vocational education at the state, county, and local school levels are one of the most effective tools for cooperative effort between the school and the community. In order to provide appropriate educational experiences, the school must know what the business community needs and wants; and before the people can support the work of the school, they must know what is being done.

The Role of the State Department of Education

The state supervisor, aided by the assistant supervisor, consultants, and other specialists, is responsible for the general administration, direction, and leadership of the Business and Distributive Education section, Vocational, Technical and Adult Division. All members of the staff aid in the development, unification, and coordination of the total program of business education. The business education section also provides the following services:

1. Consultative assistance and coordination for all levels of business education.
2. Advisory service to the state business education professional organizations.
3. Assistance in the planning and coordination of in-service workshops, teacher conferences, and study groups.
4. Preparation and distribution of teaching aids, curriculum materials, courses of study, bibliographies, newsletter, and research information.
5. Assistance and recommendations to the State Course of Study Committee concerning textbook needs in the area of business education.
6. Liaison with other divisions and sections of the Department of Education.
7. Liaison and participation in matters relating to surveys, evaluations, and joint projects involving business education.
8. Liaison with the business education teacher-education institutions in matters of teacher certification and curriculum development.
9. Advisory service and sponsorship of business education clubs and youth activities.
10. Participation in professional meetings and conferences on the national, state, and county levels representing all areas of business education.
11. Review and recommendation of allocation of special instructional units for business education programs.
12. Review of projects requesting federal funds for vocational business education programs.
13. Assistance in relating the business education program to the total education program.

The Role of the County Supervisor, or Coordinator, or Consultant

On the county level the business education supervisor may be a consultant who serves as coordinator of business education activities with the total countywide educational program. He also gives administrative direction and leadership to all business education programs.

His specific responsibilities may include:

1. Aid the county finance officer in the preparation of the school budget directly related to business education.
2. Help formulate policies, in cooperation with the teachers, concerning the purchase of new equipment and instructional supplies and a planned formula for replacement of old equipment.
3. Assist in organizing special vocational business education programs in various schools.
4. Be available to assist those responsible for the selection of business teacher personnel.
5. Exercise leadership in curriculum development.
6. Become involved with the evaluation of the total business education program.
7. Act as liaison person to disseminate information from the county and state levels to all school systems in the county.
8. Assist in organizing pre-school, post-school, and in-service training programs for teachers.
9. Bring to the attention of the teachers new developments and trends in their teaching areas.
10. Assist in the organization and selection of advisory committees.

The Role of the Local School Administrator

In order to make certain that the business education program meets the needs of the community and the students, the local school administrator will:

1. Become familiar with the objectives of the business education program.
2. Become fully aware of the scope and sequence in business education, including state and federal subsidized and cooperative programs.
3. Be cognizant of the needs of the business education program, particularly in the areas of instructional materials, teaching media, equipment, and consumable supplies.
4. Encourage, and assist in the formulation and adoption of a

plan for purchasing new equipment and of a formula for the systematic replacement of old equipment.

5. Employ the most qualified instructional personnel available.
6. Lead and inspire teachers in their efforts to improve instruction and to provide a quality business education program.
7. Serve as an evaluator of the business education program, considering such various factors as the employment and placement of business graduates, student interest in business education, student participation in the program, and community response.

The Role of the Department Head or Chairman

In those local schools where the number of business education teachers is large enough to warrant designation of a chairman or head of department, the following list of duties and responsibilities is suggested as a guide in the development of better administration and supervision of the total business education program.

Curriculum

1. To develop the best curriculum possible in business education through leadership of the teachers in the department and in keeping with the administrative policies in the school.
2. To promote inter-departmental relationships and to coordinate the business education curriculum with the total school program.
3. To articulate the work of the high school with area junior high schools, junior colleges, and other appropriate institutions.

Teachers and Students

1. To work with the teachers within the department to produce the highest standards of teaching. (This includes visiting classes, making helpful suggestions for improving lesson plans, counseling with teachers in the department, and coordinating the work of the group to achieve departmental standards.)
2. To hold regular staff meetings based on a prepared agenda and to have minutes kept of every meeting and a copy sent to the principal.

3. To counsel and assist new teachers by explaining to them the routines of the department and the school, by introducing them to other faculty members, and by acquainting them with the advantages and opportunities in the school and community.
4. To coordinate the work of all teachers in the department and to set up departmental policies consistent with those of the school.
5. To make it possible for the teachers within the department to do the best job of teaching by:
   a. Seeing that adequate facilities and equipment are provided.
   b. Relieving the teacher of as much detail as possible.
   c. Planning instruction to meet the needs of the students and explaining the purposes of the instruction to students and parents.
6. To work with substitute teachers and interns so they will be more effective in the total school program.

Relationship to School Administration

1. To keep the school and county administration informed of the work of the department.
2. To confer with the principal concerning activities and problems within the department.
3. To assist the principal, upon his request, in evaluating objectively the teachers and their contribution to the work of the department.
4. To assist the principal, upon his request, in hiring teachers of high caliber.
5. To assist the principal, upon his request, in preparation of the departmental and school budget.

Classroom Visits

1. Department heads should plan class visitations.
   a. Visits should be purposeful and understood by the department head and teacher.
   b. Length of visit should be determined by its purpose.
   c. A conference should always follow the visit for the purpose of *constructive* evaluation.
2. Department heads should encourage both intravisitation and intervisitation.

3. Department heads should encourage in-service training such as:
    a. College or university classes
    b. Professional meetings
    c. Pre-school conferences
    d. Institutes
    e. Travel
    f. Professional literature
    g. Self-study practicums
    h. Workshops

ADVISORY COMMITTEES

The Need for Advisory Committees

The need for advisory committees in all areas of business education arises from the fact that the education of young people and adults is a cooperative undertaking shared by the school and the community. These committees perform a significant function when they are composed of groups of representative laymen, respected and recognized experts in their own fields, who speak for the community and carry to the people the message of the public schools.

The Purpose of an Advisory Committee

The purpose of the advisory committee is to provide a link between the school and the community through which educational activities may be coordinated. The function of the membership is to counsel with and advise the school with respect to improving all areas of the business education programs, to foster closer cooperation between agriculture, industry, business, the home, and the school, and to aid in the development of an educational program which will meet the needs of the community. The advisory committee has neither administrative nor legislative authority and is not created to usurp the prerogatives of boards of education and administrative staffs.

Kinds of Advisory Committees

Committees may be set up to perform many different services in connection with the school's vocational programs. Often these committees serve in a general advisory capacity and sometimes as adviser for a particular field or occupation or for a special phase of the program.

Appointment of Advisory Committees

When anticipating the appointment of an advisory committee, the administrator should first receive the support and approval of the local board of education.

Operation of Advisory Committees

It would be impossible to form a set of rules and regulations for the proper operation of all advisory committees. Each community and each school has special problems to meet and distinctive ways in which these problems must be worked out.

The number of members to be included on an advisory committee varies with the size of the community and the nature of the program served. The committee, to gain the confidence of the citizens, must be large enough to be representative and should have members from all the important organized or recognized groups in the service area vitally concerned with the educational program.

The first, and most important, responsibility of the school representative is to inform committee members of the functions and fundamental objectives of the total business education program. Committee members should be concerned about the general operating policies included in the Federal Acts and in the Florida State Plan.[1]

Contributions of Advisory Committees

Some factors to consider in the use of advisory members are:

1. Share responsibility for developing the program
2. Keep members actively working on school problems
3. Do not waste members' time
4. Give recognition for assistance
5. Study recommendations

Advisory committees may sometimes render the following services:

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[1] *Loc. Cit.*, p. 16.

1. Provide community surveys to determine needs
2. Evaluate the program
3. Help prepare courses of study by providing occupational information
4. Select and place students in work experience programs
5. Guide and direct the teacher
6. Provide continuity
7. Correlate work of the school and other agencies
8. Aid in securing financial and legislative support
9. Provide good public relations

CHAPTER 7

Youth Activities

OPPORTUNITIES SHOULD BE PROVIDED for students to demonstrate their abilities in the classroom and in some type of organized group activity outside of class. Business education departments like other departments should make provision for self-expression and achievement within the realm of student interests and individual capabilities.

By their very nature extra class activities will help to serve the social needs of youth. They also offer unique opportunities for serving the school and community in a variety of ways.

General objectives of all business clubs and extra class activities, in seeking to fulfill the needs of business-minded youths, include:

For the Student

1. To develop understanding and appreciation for the responsibilities of citizenship in our economic system.
2. To develop qualities of leadership and to provide opportunities for practicing these qualities in the school and the community.
3. To provide an opportunity to develop a better understanding and make a more intelligent choice of a business occupation.
4. To provide an opportunity for self-development and self-improvement of each student.
5. To develop a cooperative attitude toward other students, teachers, and the community.

For the Teacher

1. To provide for development of better teacher-student relationships and understanding.

2. To create more desirable public relations with the home and community.
3. To provide a better guidance medium for each student entering the business world upon graduation.

For the Community

1. To provide the community with closer relationships with local business educators through such resources as guest speakers and community projects.
2. To develop better understanding of the capabilities and preparation of students entering the business world.
3. To provide a better guidance medium for each student entering the business world upon graduation.

Various clubs and student organizations will have specific goals or objectives that will meet the individual needs of all students. It is important to make a thorough investigation of all possible clubs or youth activities that may be organized before a final decision is made. Only through a consideration of time limitations and particular student needs and energies can a decision be made as to the appropriate course of action.

Following are descriptions of clubs that are designed to meet the special needs of students in business education.

Clubs

Future Business Leaders of America

The Future Business Leaders of America is a national organization of those students interested in preparing for employment in the business world. This organization strives to develop leadership, character, and responsibility in each student member. It also strives to be of service to the community. FBLA is sponsored by the National Business Education Association with national headquarters in the National Education Association Center in Washington, D. C. The national organization provides a newsletter, *The Future Business Leader* (student magazine with news of students from all over the nation), and arranges for the annual national convention.

The activities are coordinated by the Florida State FBLA-Phi Beta Lambda Advisor, State Department of Education, Tallahassee. Through this center, new chapters may be organized, newsletters distributed among local chapters, and arrangements made for the spring conference. At this conference, contests are organized with entries from any interested state chapter, with awards, cups, plaques, and certificates presented to the individual winners in each of the categories. Educational trips and social activities also are planned for all FBLA members attending.

The local chapters are further organized into districts, with each district having its own officers. The district organization provides opportunities throughout the year for the students to become acquainted with other groups of FBLA members in the state. The local chapters undertake projects, hold regular meetings, adopt their own constitutions, and are of service to their school and community.

FBLA is also organized on the collegiate level under the designation of Phi Beta Lambda or College FBLA. The State Chairman for FBLA also helps to organize chapters for Phi Beta Lambda. The spring convention includes activities for members of both the secondary and collegiate levels.

For additional information about organizing a chapter of FBLA or Phi Beta Lambda, contact the Executive Director, NBEA, 1201 Sixteenth Street, N. W., Washington, D. C. or the State FBLA-Phi Beta Lambda Advisor, State Department of Education, Tallahassee.

Future Secretary's Association

The Future Secretary's Association is organized on a national level with the sponsoring chapter being the National Secretary's Association. This club is designed for business education students who wish to become secretaries when they enter the business world. This club may be organized on the secondary or collegiate level.

The purpose of FSA is to develop further interests of young women who plan to launch a secretarial career. In addition to having maintained a minimum grade average of "C", FSA members should possess high character and integrity.

Nominal initiation fees cover the cost of FSA pins, charters, membership cards, and materials. Annual dues cover the cost of operating programs, publishing newsletters, and doing other worthwhile projects in the Future Secretary's Association.

For additional information about organizing a local chapter of Future Secretary's Association, contact the National Secretaries Association, 1103 Grand Avenue, Kansas City, Missouri, 64106.

How to Form a Club

It is important to take certain factors into consideration before forming a club or organization in your school. Some suggestions are:

1. Determine the needs of the students—have the students list the objectives or purposes the proposed club should meet.
2. Try to get a large number of students interested in forming a club or organization—call an organizational meeting to see the interested students.
3. Investigate school policies concerning clubs and organized activities—contact the administrator, principal, or supervisor and ask for assistance in complying with educational policies. Obtain permission to organize the group before pursuing the activity.
4. Provide adequate sponsors for the group. Co-sponsors might be advisable for the first year or during the organizational period since there will be meetings, letter writing, and other time consuming activities.
5. Contact informed sources for specific procedures for organizing the club. If possible, contact a nearby chapter to assist in the formation of the new chapter.

If a club should become inactive, or is presently inactive, contact the Consultant, Business Education and follow necessary procedures for becoming reactivated.

It is important from the beginning of any club or organized activity to follow democratic procedures, permitting as many students as possible to have a voice in the activities of the club. The teacher-sponsor in most cases is asked to serve as adviser, guiding the students in their decisions and projects, but being careful not to become an active voice in the decision making.

Other Activities

Each year the Florida Business Education Contest Association sponsors contests for all business students in shorthand, typewriting, and bookkeeping. These contests are conducted on the second Saturday in May with a volunteer-sponsor school making arrangements for the contest.

Each school whose teachers are members of FEA may enter two contestants in each of the following events:

- First-year typewriting
- Second-year typewriting
- Typewriting open
- First-year shorthand
- Second-year shorthand
- Shorthand open
- First-year bookkeeping
- Bookkeeping open

Cups, plaques, and individual awards are presented to the first, second, and third place winners of each contest. Cups remain in the possession of the school until the following year unless one school wins the cup three times in succession; then the school gains permanent possession. If a cup should become fully inscribed with winners' names, the school winning it the most times gains possession of it. Plaques are awarded to each of the first place winners and remain with the school.

The FBECA is governed by a constitution. The officers consist of a manager and a secretary who are elected by all teachers present at the business meeting held on the day of the contests.

It is possible that FBEA will sometime in the future assume permanent sponsorship of the FBECA, assisting in coordinating the contests each year, and working as a central communications center for distributing information and giving attention to any questions during the year concerning the contests.

Each spring, contest information is sent to each school in Florida which is eligible to participate in the contest.

FBECA strives to encourage high attainment in business education subjects, to provide recognition for outstanding achievements, to promote fellowship among business education teachers and students, and to encourage the growth of good sportsmanship.

Junior Achievement

Junior Achievement is a national organization sponsored by Junior Achievement, Inc. The organization's purpose is to encourage students to have actual business experience in organizing a business of their own. In place of teacher-sponsors, local businesses usually sponsor these organized groups.

The purpose of this organization is to provide the students with actual learning experiences in owning and operating their own small business at a profit. They may be organized as sole proprietorships or as corporations.

For additional information concerning the organization of Junior Achievers, write Junior Achievement, Inc., 500 Fifth Avenue, New York, New York.

Other Clubs for Business Students

Among other clubs for business education students are Co-operative Education Clubs of Florida, Beacon Clubs for girls, sponsored by the Business and Professional Women's Clubs, and Future Data Processing Management Association. For additional information regarding the establishment of other business clubs, contact the State Department of Education, Tallahassee.

National Business Entrance Tests

These tests are production tests and not simply speed-sprint tests. They are a reliable basis for measuring student employability and effectiveness of curriculum content and teaching.

Two series are available: the General Testing Series intended for both school and office use scored by the examiner; and the Official Testing Series administered at National Business Entrance Testing Centers.

Five subject classifications, used to measure production ability, included in both series are: stenography, bookkeeping, office clerical, typewriting, and machine calculation.

National Business Entrance Tests are sponsored by and available from National Business Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

CHAPTER 8

Post-Secondary Business Education

THIS IS AN AREA OF EDUCATION upon which the new technology has placed the stamp of utmost importance, an area ripe for new thinking and vigorous leadership.

There is a growing trend toward continued education for one, two, or more years of post-high school work. In Florida, the State Legislature has implemented a master plan for placing a community junior college within commuting distance of every high school graduate. In vocational-technical education, numerous area vocational-technical centers have been designated to serve a majority of Florida's population. This provides an added challenge to business educators to meet the needs of out-of-school youth and adults in a world where the nature of human activities in business has changed and shall continue to change. The revolutionary developments in equipment, processes, systems, and procedures in business and industry indicate that automated operations and electronic data processing will have special significance in our business-oriented society. Routine tasks may diminish, but more people will be required to handle the creative and managerial work which will require higher levels of education and skill.

In both high schools and colleges in Florida there are various programs of instruction being offered to further the business education of adults. These programs include:

1. Post-secondary students who have completed or left high school and who are available for full-time study in preparation for entering the labor market or for more advanced study.
2. Adult students who have entered the labor market and who need training or retraining to achieve stability or advancement in employment.

3. Special students who want vocational education in keeping with their needs, interests, and abilities.

The number of clerical and kindred workers in Florida has doubled and tripled the national average in the past several years. Heading the list of occupations are secretaries and bookkeepers. Thousands of other workers are employed as typists, stenographers, office machine operators, file clerks, and other office positions. These facts are significant in thinking of the future development of vocational business education programs in the community junior colleges and adult education programs in Florida. Enrollment of adult vocational business education classes in Florida in 1964-65 exceeded 50,000. By 1975 it is anticipated that the total will reach nearly 1,140,000—or approximately one in seven of the projected total population.

Adult Programs Offered in Florida

The business education subjects offered in the general adult program are designed not only for personal development and enrichment of the adult student, but to develop consumer effectiveness and the knowledges, skills, attitudes, and understandings essential to earning a living. The teacher of these classes will find himself in an environment which is both challenging and rewarding. If he is to be really effective in his work, he will be ever mindful of these important factors:

1. Attendance in adult education is purely voluntary.
2. There is usually a great variation among students with respect to age, experience, and cultural background.
3. The time required to attain specific levels of accomplishment also will vary widely, and allowance must be made for this variation through a flexible plan of enrollment and progression of students.
4. Adults are usually impatient as learners. They particularly dislike "busy-work." Short units of work, where progress can be seen more readily, will hold their interest better.
5. The teacher should permit the group to share in the planning of the course in order to provide for differences in interests, abilities, and needs of the group.
6. There is wide freedom of choice in the selection and use of textbooks and other materials.

7. Grades are not nearly so important as a motivating factor for the adult as for the high school student. The recognition of needs and a feeling of accomplishment are the primary factors in adult motivation.
8. The teacher is reminded that:
   a. Adults should not be treated as children.
   b. Restrictive rules and regulations should be avoided.
   c. Emphasis should be on what is learned rather than on what is not known.
9. The teacher who has a varied background may utilize more effectively the experiences of the class members to the maximum benefit of the groups.
10. The quality of the adult education program vitally affects the success or failure of community relationships.
11. The following physiological changes because of normal aging must be given consideration by the teacher:
    a. Steady decline in vision and hearing.
    b. Slower reaction time.
    c. Fixed pattern of habits.

These factors do not prevent the adult from learning; they make it necessary, however, for the teacher to adjust teaching techniques and procedures. Some examples of ways in which to adapt methods to aging adults are:

1. Write more clearly and larger than usual on the chalkboard.
2. Speak clearly and distinctly and repeat important points.
3. Allow time for understanding.

Adult Vocational Business Education Programs (Day)

The business education program in the day school may be available to youths and adults who are 16 years of age or over who, for reasons of health or employment, have withdrawn from regular high school and who wish to continue their education. Under a part-time or full-time plan the student establishes his own class schedule to fit into his needs. Instructional areas include general as well as vocational competence of the student. High school credit may be earned by the student on the same basis of attendance and accomplishment as exists in the regular program. Guidelines for business education in this field are available from the State Department of Education, Tallahassee.

Adult Vocational Business Education Programs (Evening)

The evening business education program is offered at convenient evening hours to adult students who desire high school credit or pre-employment training or up-grading in skills and technical knowledges that will increase their productiveness. The evening program provides flexibility of purpose, opportunities for meeting student needs, avenues for developing civic competence and economic understandings and performance, and ways of broadening their cultural heritage.

THE COMMUNITY JUNIOR COLLEGE

Over the nation, more than 1,000,000 students are enrolled in junior colleges, completing their freshman-sophomore work as well as studying in a variety of instructional areas. In 1975, national junior college enrollments will exceed 1,750,000 students. By comparison, in the fall of 1974 public junior college enrollment in Florida is expected to exceed 172,000.

Business education is offered in most of the junior colleges in Florida usually for university-parallel transfer students, for those who will complete education in one or two years for immediate job entrance, and for adult continuing education.

Programs of Study

Business education offerings in many junior colleges should be expanded, particularly in those counties and areas where other vocational areas are limited. Continued attention should be given to the changing nature of technical occupations.

Those junior colleges with business education programs offer a university-parallel/transfer program where an Associate in Arts Degree is awarded to the student who satisfactorily completes a curriculum concentrating in Business Administration or Business Education, including general education requirements. A certificate or Associate in Science Degree may be granted to students who follow semi-professional programs on a selected one- or two-year basis. However, many of these courses may be taken for varying lengths of time on a non-credit basis to suit the needs of the adult student. Among these areas of concentration are: Executive Secretary, Medical Secretary, Legal Secretary, Educational Secretary, General Business, Accounting, Data Processing, Stenography, Office Management, Agri-Business, and Clerical. For further information regarding the junior college program, refer to the state bulletin on *Florida's Community Colleges*, Revised, State Department of Education, Tallahassee.

AREA VOCATIONAL-TECHNICAL CENTER

Because of special emphasis in recent federal and state legislation, the Area Vocational-Technical Center requires special consideration at this time. It is apparent that in the minds of some this is a new type of educational institution, but this is not the case. The Vocational Education Act of 1963 (Public Law 88-210) provides a detailed statement from which the State Board of Education and the State Board for Vocational Education have developed the following *Criteria for Approving the Designation of Area Vocational-Technical Centers.* (Adopted February, 1967)

A. Definitions

1. An area vocational-technical center means any public school or public institution the facilities of which shall include only:
    - a. A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;
    - b. A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market;
    - c. A department of a high school used exclusively or principally for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market; and
    - d. A department or division of a junior college or community college or university which, under the supervision of the State Board for Vocational Education, provides vocational education in no less than five different occupational fields leading to immediate employment but not leading to a baccalaureate degree.
2. An occupational field shall mean a group of recognized occupations having substantial similarities common to all occupations in the group.

B. Requirements

1. An area vocational-technical center shall be available to all residents of the State or the area of the State designated and approved by the State Board for Vocational Education. In the

case of a technical or vocational school described in sub-paragraph (1) or a department or division of a junior or community college or university described in sub-paragraph (4), such school must admit as regular students both persons who have completed high school and persons who have left high school.

2. The County Board of Public Instruction shall request the State Superintendent of Public Instruction to recommend to the State Board for Vocational Education approval of the designation of an area vocational-technical center. A favorable recommendation of the State Superintendent shall be required before approval.
3. No school shall be approved for any county or group of contiguous counties of less than 50,000 population. For a county over 250,000, one additional school may be designated. Where hardship exists because of a county's isolation, the State Superintendent may request the State Board to waive the minimum population requirement.
4. No center will be designated without assurance that it will have no less than 150 full-time students or the equivalent thereof enrolled in vocational or technical courses. A full-time equivalency shall be a total of 810 contact hours of instructional service.
5. No center will be designated unless requested by the County Board of Public Instruction of the county in which the facility is to be located.
6. Offerings shall reflect labor market demands.
7. Fee simple title to the site of an area vocational-technical center shall be vested in the County Board of Public Instruction of the county of location.
8. The center shall be within 40 miles commuting distance of the majority of the population of the service area; however, exceptions may be considered on an individual basis.
9. There shall be documentary evidence that the school board, superintendent, and staff of the service area regard the school as an integral part of the total program of public education.
10. Facilities for new centers shall meet presently prescribed building standards in order to provide a modern vocational and technical program and shall provide for a high rate of space utilization and flexibility to meet changing needs. A maximum of space utilization of existing and proposed facilities should be required before duplication is permitted.
11. The site of an approved area vocational-technical center shall be approved on the basis of a survey made by the Survey Section of the State Department of Education.

C. "No less than five different occupational fields" shall be defined as:

1. Agricultural Occupations
2. Distributive and Marketing Occupations
3. Health Occupations
4. Home Economics Occupations
5. Industrial Occupations
6. Business and Office Occupations
7. Technical Occupations

CONCLUSION

The dimensions of change in postsecondary education and postsecondary business education in particular have been sharper and more dramatic than in any other field of education. In the past, curriculum development in adult education has come slowly. Today, however, social, economic, and cultural changes have created a revolutionary educational change. Youths who have left school for one reason or another can find a second opportunity to receive education and training. Employed persons can upgrade their skills or prepare for new jobs. More effective performance and leadership in community civic responsibilities can be implemented through such courses.

Likewise, business education is playing a vital role in adult continuing education through evening high school programs, short term and intensive crash training programs, informal classes in business and industrial establishments during working hours, and various types of leadership training for office supervisory personnel.

Because education is a lifelong process, business education has a professional responsibility to evaluate constantly the role of adult education, both as to purpose and to technique.

SUMMARY

Education should introduce youths and adults to the world of work along with the world of the professions and culture. It should enable them to move into their next role in life whether that be to attend college, the professional school, or the vocational-technical center; or to enter directly into employment. Education should provide youths and adults with the skills, knowledge, attitudes, and abilities to become good citizens, parents, and workers, and to recognize their worth as individuals.

Vocational, technical, and adult education should provide youths and adults, wherever they live, the opportunity for general and vocational-technical training or retraining while on the job. It should also provide the facilities, the curricula, the teaching skills, and the organizational knowledge necessary for such special short courses and crash training programs as are constantly being required for the benefit of the employer, the employee, the unemployed, and others.